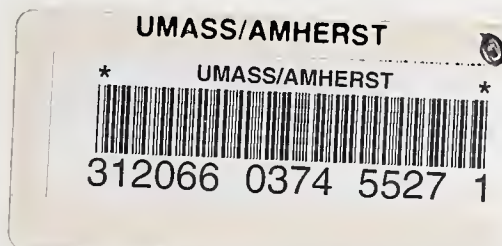


MASS. EDI. 2: C38 / MARBLE / update
MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

November 13, 1994



Approved / [Signature]

1994

Virginia Greiman
Executive Office of Education
Room 1401, McCormack Building
One Ashburton Place
Boston, MA 02108-1696

EXECUTIVE OFFICE
OF EDUCATION

Dear Ms. Greiman:

Enclosed is our updated proposal as per the October meeting with you, Jose Alfonso, and our Board. This letter details the changes to the proposal (which are highlighted in the manuscript), with the page number listed first, followed by title of section, then comments.

No page number. **Table of Contents.** This is new since the last draft.

Page 1. **Executive Summary.** This is new since the last draft.

Page 3. **Mission Statement.** Number 2 under Beliefs: "intelligences" has been added.

Page 4. Number 11: the wording has been changed slightly to emphasize intellectual stimulation. Number 13: "Board of Trustees" has been added, as the Board is ultimately accountable for results. Number 15: wording changed slightly to strengthen statement. Number 22: removed the end of the sentence, which read, "in Marblehead, the Commonwealth of Massachusetts, and the United States of America."

Page 7. **Statement of Need.** This is new since the last draft.

Page 12. **School Demographics.** Changed "is in compliance with most local, state, and federal regulations" to "is presently in compliance with most local, state, and federal safety and health regulations."

Page 13. **Recruiting and Marketing.** Last sentence of the first paragraph, changed phrasing to "and will remain in full compliance with all state and federal regulations." Second bullet, changed "teachers, counselors, and administrators" to "staff" so we don't overlook anyone. Last paragraph, changed phrasing at end of sentence from "and the role that MCCPS hopes to play in improving the quality of schooling. Informal gatherings will provide..." to "including issues of replicability of MCCPS successes, and will offer..."

Page 15. **Admissions Policy.** In the middle of the second full paragraph, changed "Marblehead Public School teachers, counselors, and administrators" to "Marblehead Public School employees and volunteers" so we don't overlook anyone. Under sub-paragraph 1, at the bottom of the page, changed "upon full approval" to "upon receipt of the charter." This change was made throughout the proposal.

Page 16. Sub-paragraph 2: the word "mailings" was added. Sub-paragraph 4, "between February 1 and March 15, or thereabouts" was changed to "approximately between February 1 and March 15" in order to provide leeway for the first year, as we will be so late getting started.

Page 20. **Timetable.** The timetable has been altered to conform to the EOE schedule. October tasks were moved forward to November, many of November's tasks were moved forward to December, and so forth.

Page 25. **Educational Program.** Added second bullet. Added last sentence to third bullet.

MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Approved 

JUL 15 1994

EXECUTIVE OFFICE
OF EDUCATION

**8 Doaks Lane
Marblehead, MA 01945
617-631-0777
Fax 617-639-9027**

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Executive Summary

The purpose of the Marblehead Community Charter Public School is to fully prepare students to carry the torch of knowledge, freedom, and prosperity that is passed from generation to generation in our great country. MCCPS will be a small, structured school, with less than 200 students attending at full enrollment in grades 5-8. Within a warm, nurturing environment, MCCPS will deliver a rigorous, innovative educational program integrating the following themes:

- Academic rigor - the core curriculum will provide students with a well-rounded and rigorous program of studies in the areas of mathematics, science, technology, humanities, language arts, and social sciences, and will require mastery of writing, spelling, mathematical, and study skills. The faculty will have high expectations of all students, each of whom will follow a carefully developed individual learning plan, including an outcomes schedule supported by a project file each student will maintain;
- Reinforcement of productive attitudes toward work, community, school, friends, and self, including the respect for hard work our nation was built on; a willingness to sacrifice for the common good, as well as for personal fulfillment; deep respect for family, school and community; and the capacity to appreciate the opportunities life affords;
- Recognition that the responsibility and purpose of the school is children. The importance and abilities of each individual student will be a focal point at all times - each and every student at MCCPS will be regarded as a unique, valued and vital member of the school community;
- Fully-integrated community service learning curriculum and democratic form of governance. This will perpetuate constructive participation by students, parents, staff, and citizens in the life of the school and the community and directly carry the school experience into the real world, through postsecondary education, work, family, and community and civic affairs;
- The belief in public education as the cornerstone of democracy and in the role of MCCPS as a model of replicability for public schools in Marblehead and in Everytown, USA.

At MCCPS, education reform is not a change impinging on long-established practices; education reform is the initiating and guiding principle, with excellence as a standard as well as the goal the school *must* achieve to remain in business. Accountability will be swift and clear: just as American business must adapt itself to new technologies, new demands from its consumers, and the invention of new or obsolescence of old products to thrive, so must public education. While MCCPS will adhere to all regulations and legal requirements, it will serve as a thriving model for reversing the downward trend of public education in America.

Priorities and policy discussion focus on the students. Teachers will lead in every sector. The school

will be the epitome of building-based management, utilizing Total Quality Management tools and a method of governance that is truly democratic. All constituencies will participate in governance, observing *responsibilities* as well as *rights*. Parents and students will be expected to volunteer their time, and will participate *from the beginning* in programs and policy development, including a dress code, code of conduct, cultivation of a healthy and respectful atmosphere in the school, and selection of extra-curricular programs. Students, parents, staff, and community will participate in regular MCCPS Town Meetings and assemblies and will conduct a Constitutional Convention as a crucial component in the development of school government.

MCCPS is committed to modelling new ways of returning tax and private dollars to the classroom. Overhead costs will be kept to an absolute minimum; over 75% of total expenditures will be at the classroom level. MCCPS will act as a laboratory for approaching the special needs of children in a less burdensome and costly fashion than is currently done under Chapter 766. Social issues such as drugs, violence, and health will be dealt with, at an age-appropriate level, through the prism of community service learning techniques; therefore, no program from the outside will constitute an "add-on" or detract from the focus on excellence in learning.

In concert with its staff, the Board of Trustees will establish the hiring and employment practices of the school. To fully correlate to their professional colleagues in the business community, teachers will receive performance-based pay, as well as professionally-designed training and development programs that will draw on the most advanced practices.

In order to support all school families, the school will be open from 7:00 a.m. until 5:00 p.m., with academic hours from approximately 8:00 a.m. until 2:45 p.m. (These hours may be extended, depending on family needs.) Recognizing the enormous stresses of modern life, families will be supported in contributing to the success of their children's education in a manner that enhances family life. The school will stress an atmosphere of trust, safety, structure, open communication, and ownership through use of community service learning, Project Adventure, class meetings, assemblies, workshops, community open houses, student performances, and student/parent/teacher goalsetting and assessments.

The school will live up to its reputation as a community school: its student-teacher teams will adopt, and be adopted by, community organizations and groups, as they engage in prolonged and continuous service and business relationships. MCCPS will utilize the Hannah Center for Professional Development and Community-Building to ensure that its successes directly transfer to the other public schools in Marblehead and beyond.

The Marblehead Community Charter Public School will be directly accountable to the people of Marblehead - just as in any business, if it does not perform, "they will NOT come." Just as our forefathers contributed their time, money, and even their lives for our right to life, liberty, and the pursuit of happiness, so will this school will be built by the hard work and grassroots effort of adults and youth in the Town of Marblehead.

1. Mission Statement

Recognizing that it takes an entire community to educate a child, the mission of the Marblehead Community Charter Public School is to create a partnership among community members, teachers, parents, and students that will provide our early adolescents with the support necessary to reach their *highest individual potential intellectually, socially, emotionally, and physically*, so they are highly contributing members of our democratic society; and to provide a laboratory for examining, developing and fostering the interrelatedness of the school as a learning community and the community as a learning environment.

Beliefs

1. All children possess an inherent curiosity and love of learning.
2. Each child has his/her own unique learning style, intelligences, and level of capabilities.
3. If a child is challenged and expected to reach his/her highest level of capability in a manner that addresses his/her individual learning style, he/she will maintain a life-long love of learning.
4. It is the school's responsibility to construct an educational program that will engage and motivate students to invest their talents, energy, and enthusiasm in doing schoolwork in ways that satisfy themselves while producing results that satisfy the community.
5. It is the school's responsibility to ensure that students experience success and learn those things of most value to them (including mastery of basic skills), to the community, and to society at-large, so they are equipped to participate fully in a democratic society.
6. Students learn best when they feel safe, cared for, supported, challenged, and valued.
7. The process of instruction is of equal importance to students as the content.
8. In order to develop appropriate and challenging curricula and expectations, it must be recognized that each student has his/her own unique gifts, talents, and learning, behavioral and communication styles that affect his/her ability to profit from the teaching/learning process.
9. All facets of the school are to be organized in a way that ensures that students will be successfully engaged in the work necessary for acquiring knowledge.
10. The imaginary and creative experiences of youth represent humanity's primary source of personal and cultural evolutionary potential.

11. The most important tool the school has in educating the early adolescent student is in acknowledging and acting upon the need for continual intellectual stimulation, positive social connections, and a sense of belonging and acceptance.
12. Connections with the past, present, and future make learning dynamic and relevant and provide adolescents with the sense of belonging and history that is so vital to healthy development.
13. The school's Board of Trustees and staff are accountable for results, and the results expected are that all student will be provided schoolwork at which they experience success and from which the students gain knowledge and skills that are socially and culturally valued.
14. The development of healthy attitudes and values are integral to a student's success in the classroom and in the community; this is accomplished most effectively through adult role models.
15. Adolescents flourish in an environment of diversity and inclusiveness.
16. The entire community benefits from a school that perceives itself as a resource to all.
17. Every person in the school building is accountable for school climate and community relations; an atmosphere of civility and mutual respect must prevail at all times.
18. Students benefit from a partnership role in all school activities, from academic to custodial.
19. It is the responsibility of the Board of Trustees, in alliance with the community, to provide the school with the support that will ensure optimal conditions for the achievement and continuing growth and development of each student.
20. It is the responsibility of the Board of Trustees to ensure working conditions that confirm the professional status of educators and convey the importance of the tasks assigned to all who work in and around the school.
21. Continuous improvement, persistent innovation, positive response to change, and a commitment to continuous growth will be expected of all people and programs at MCCPS; the public's resources and those of the Board of Trustees must be effectively committed to ensure that these expectations will be met.
22. The Board of Trustees is obligated to examine and evaluate the experience of the Marblehead Community Charter Public School in achieving its goals and objectives so that it may contribute to the improvement of all public schools.
23. It is the responsibility of the Board of Trustees to ensure compliance with all state and federal regulations concerning public schools.

2. School Objectives

1. Each student will acquire and apply core concepts and principles from math, science, technology, social studies, language arts, communication, creative arts, vocational, and practical living skills to situations similar to what they will experience in life.
2. Each student will gain an understanding of his/her individual learning style and multiple intelligences, and will develop strategies to adapt these to different situations/tasks.
3. Positive attitudes and perceptions about learning will be nourished in each student.
4. Each student will progress in becoming a self-directed learner.
5. Each student will progress in becoming a collaborative worker in such areas as
 - appreciation of differences
 - group decision-making
 - conflict resolution.
6. Each student will progress in becoming a complex thinker.
7. Each student will integrate knowledge across disciplines.
8. Each student will demonstrate responsible citizenship and become a community contributor.
9. Each student will display increased self-esteem and personal efficacy.
10. Each student will learn to achieve by risking failure.
11. Each student will develop effective and efficient study habits and organizational skills.
12. Each student will acquire and integrate knowledge, extend and refine knowledge, and use knowledge meaningfully.
13. Each student will develop life-long learning skills, including
 - self-assessment
 - goal-setting
 - complex/critical thinking
 - information processing
 - problem solving
 - effective verbal and written communication
 - collaboration and cooperation

- self-discipline
- creative expression.

14. All work at MCCPS will be undertaken in a manner that supports, embraces, and demonstrates the effectiveness and efficiency of participatory and developmental leadership and coalition-building.

15. The principles of Total Quality Management will be implemented, with a particular focus on continuous improvement and customer satisfaction (students, parents, and community).

16. Collaboration, both internal and external, will be a central theme at MCCPS.

17. The reality of inevitable and constant change in successful organizations will be embraced by MCCPS.

18. Parents will be invited, encouraged and expected to be fully involved in the education of their child(ren).

19. The community will be perceived and utilized as a primary resource for teaching and learning.

20. MCCPS will strive to engage a broad spectrum of Marblehead citizens in the education of its youth in a manner that enlivens the spirit and enhances the social, cultural, and historical identity of the town of Marblehead.

21. MCCPS will strive to promote the concept that true community responsibility and involvement in the education of young people assures the continuity of a healthy and enduring society.

22. MCCPS will strive to demonstrate that young people should be viewed as being capable of and responsible for making significant contributions to the general welfare of the community.

23. MCCPS will advocate the importance of the community in conveying to youth a sense of purpose, connectedness and belonging, and to foster an understanding of the influence these factors can play in the growth and development of these students, in turn affecting their ability to carry the torch of freedom, democracy, and our free enterprise system.

24. MCCPS will comply with all state and federal regulations governing public schools.

25. The Marblehead Community Charter Public School will serve as a laboratory for the transformation of public education and will work in conjunction with the Marblehead Public Schools and Secretary of Education to transfer its findings as a model for replicability and an aid in restructuring efforts for public education.

3. Statement of Need

The issue of delineating the need for a charter school in Marblehead must be approached with great sensitivity. At first glance, it may seem improbable that Marblehead could be in need of a vehicle to explore public school alternatives to the established educational system. The common image evoked when Marblehead is mentioned is of yachts and BMW's, high-salaried professionals and corporate executives. On the one hand, Marblehead is a beautiful seaside community of immeasurable resources: a community that epitomizes democratic ideals in its open town meeting and volunteer government; a community that has a deep and abiding sense of pride in its heritage; a community with a diverse economic base and highly talented and energetic citizens, parents, and teachers who devote endless hours attempting to fulfill high ideals. At the same time, Marblehead is Everytown, USA, struggling with the same issues that exist in towns and their public schools all across America. Marblehead School Committee incumbents have lost their bids for re-election in three out of the last four elections (in 1992, two candidates who voted down the Superintendent and majority School Committee decision to close the much-loved Gerry School were narrowly re-elected). The same issues and needs have surfaced in each campaign season: SAT scores in Marblehead are consistently among the lowest of its twenty comparative communities; Marblehead has the highest private school population on the North Shore (23% according to the North Shore Sunday), increasing during an economic downturn; the need for increased academic rigor and addressing the unique requirements of each individual student; hiring and firing policies, and compensation for and accountability of educators; fiscal accountability, including spending prioritization; class size, school size, and overcrowding; role of parents and community in schools; the tendency of School Committee members to micro-manage, thus disempowering site-based management teams; the level of divisiveness and mistrust; lack of basic skills and study skills; safety issues; management issues; standards of behavior, discipline and responsibility.

It must be emphasized that Marblehead is not unique. What is happening in our town is echoed in towns all across America. Since *A Nation at Risk*, the 1983 report of a presidential blue-ribbon panel appointed to investigate the downward trend of public schools, warned of "a rising tide of mediocrity" in our public schools, an extraordinary amount of attention has been focused on the need to change the way we do business in public education in America. We live in a time when nearly all of America's major institutions are undergoing immense change: business and industry, government, unions. Indeed, America was built on the concept of perpetual change and improvement. Just as business and industry must move quickly to adapt to rapidly-changing times if they are to continue to be successful, many now recognize that public schools can no longer afford to cling tenaciously to outmoded ways of operating if they are to succeed in preparing our children for a radically different world. Jobs no longer exist for those who lack basic skills. Clearly, if we are to protect the foundation America was built upon, we MUST change the way we do business in American public education.

In opening a charter school, the Board of Trustees of the Marblehead Community Charter Public

School seeks to create a living model for change that will infuse the town and its students, parents, and educators with hope, energy, and excitement, and inspire the disenchanted and those who have lost touch to renew their support for public education. Education reform is the initiating and guiding principle of MCCPS, with excellence as a standard as well as the goal the school *must* achieve to remain in business. As a laboratory school, MCCPS will strive to provide a model for reversing the downward trend of public education in Everytown, USA. MCCPS will seek to create a partnership with Marblehead's other public schools to provide bold, innovative measures for addressing the issues that have surfaced time and again during recent years in Marblehead and are difficult to address under the structure schools are currently required to operate under. Among these are:

- **The need for increased academic rigor for each individual student.** Within its twenty comparative communities, Marblehead Public School students consistently score last or next to last in SAT's. There is widespread concern that many of our students do not have mastery of basic skills. MCCPS, through utilization of individualized learning plans for *each and every student*, within a small, neighborhood environment, will support students leaving its doors equipped with the education necessary to succeed in the modern world.
- **The need for trying new ways of addressing the issue of "special needs."** Massachusetts has far more students enrolled in special education than any other state in the country. The goal of MCCPS is to reduce dependence on Chapter 766 as a way of attempting to meet the needs of our children by recognizing that *every* child is a separate and unique individual with his/her own learning style and set of special needs that must be addressed if that child is to succeed in school and in life. The school will model a multi-faceted experiential approach that addresses known weaknesses and enforces discovered strengths to greatly reduce the number of new Chapter 766 referrals, and to allow students who so desire to move out of Chapter 766. This model considers each student in the school as having special needs, and will result in a more effective use of resources.
- **The need for public school choice within the town of Marblehead.** Marblehead Community Charter Public School volunteers strongly believe that consumers are entitled to a choice in all areas of their lives, including public education. While Marblehead families have a choice between five different public elementary schools (three of which are K-4, and two of which are K-2), they have no choice in public middle or high school in the town of Marblehead. Those who choose to send their children elsewhere for secondary education must leave public education to do so. Families are therefore left without a public school choice, and the public school is left without competition and the drive to excel it instills. According to the North Shore Sunday, Marblehead has the highest private school enrollment on the North Shore. It is our belief, therefore, that there is a strong need for providing families with a

public school choice as to where to educate their children, and taxpayers with a voice as to how education will be delivered. Last Spring, the Marblehead School Committee and School Department voiced their support for public school choice by joining the school choice program. Students from outside Marblehead may now choose to leave their district to attend school within the town of Marblehead, and Marblehead students may choose to leave this district to attend public schools outside our town (if they can get in; the most desirable choice, for example, Hamilton-Wenham, has a long waiting list). MCCPS provides the much-deserved means for Marblehead families to exercise their public school choice without having to leave the town to do so.

- **The need for financial accountability and re-prioritization in our public schools.** In June 1994, the Marblehead School Committee was informed by its Superintendent and Assistant Superintendent that there was a \$70,000 deficit in the school budget. Over the summer the number increased several times until it reach almost a quarter of a million dollars. Much confusion exists over exactly why there is a deficit and where the money has gone. Last Spring when the School Committee and School Department settled their teachers' contract after spending over three years negotiating (the longest in the Commonwealth), teachers expressed frustration and anger at the final result of extended negotiations. Currently, there is debate and confusion over per pupil expenditures, with the Superintendent offering as proof of the lack of support for education in the town of Marblehead figures that included school choice student enrollment, but not school choice reimbursements. Finances at the Marblehead Community Charter Public School will be organized in such a manner that one can, at any time, come into the school, open its books and determine the school's financial status. We believe that if we all have an understanding of where each tax dollar has been spent or allocated, we can work together to provide the means for educating our children. Furthermore, tax dollars will be prioritized far differently at MCCPS. Overhead will be extremely low; even with fewer dollars and extra obligations (such as rent) than the Marblehead Middle School, over 75% of all monies will be committed directly at the classroom level. The MCCPS budget is structured from the student up, rather than from administrators down.
- **The need for increased family support and involvement.** It is an economic reality that most parents work in the paid labor force either full or part-time. Parents need support in providing care for their children while they are working, and for finding the time, energy, and means to maintain a meaningful connection to their children's educational lives. Educators need the support and involvement of parents to address the varied and complex issues and needs of children. And most of all, children need full communication and cooperation between all the adults in their lives in order to thrive. An integral part of the mission of MCCPS is to join forces between the home,

school, and community to increase the quality of life for Marblehead's families, thereby ensuring the educational success of our children. We will do this in a number of ways:

1. Students, parents, and faculty will sign contracts setting forth their commitments to the school. We believe that parents want opportunities to be connected to their children's education. As MCCPS is a democratic, participatory school, the involvement by all associated with the school is crucial. We believe that before we can ask anyone involved in our school to sign or contribute anything, including time, money, or other means of support, we must include them in the process. In conjunction with statements set forth above and throughout this application, students, families, volunteers, and staff will work together in a democratic process to design, commit to, and implement the components of the school's operations. Parents and students will have a multitude of choices for how to contribute. The school will at all times remain sensitive to the differing needs of all families, and will offer commitment opportunities that strengthen family life and alleviate stress;
 2. There will be a heavy emphasis on home-school communication, including full teacher accessibility via daily conferencing time, a telephone in each classroom, computer-networking capabilities between home and school, daily/weekly/monthly written communication between home and school, MCCPS Town Meetings for decision-making, frequent school performances, social gatherings, workshops, and an active liaison sub-committee of the Board of Trustees;
 3. MCCPS will be open between 7:00 a.m. and 5:30 p.m. (These hours may be amended after the admissions process is completed, depending upon the needs of our families.) Students may come to school for breakfast and socialization before school starts, so they are not home alone after their parents leave for work. We will offer an extensive, voluntary after-school program (set forth under Section 10, Educational Program) so that students are engaged in enjoyable, challenging, supervised activities until their parents finish their work.
- **The need for more space/smaller environment.** Citing lack of space at the elementary school level, Marblehead's fifth graders were moved to the middle school in September, 1991. In July, 1994, the middle school principal reported to the local newspaper that space is so short at the middle school that "two foreign language teachers are already 'floating' around the building without classrooms," and referred to "...an expected increase in students attending the school over the next few years." The arts program at the middle school has experienced a cut in classroom availability, with some classes being taught outside of classrooms, or in shared classroom space

(utilizing a classroom when the teacher doesn't need it). Marblehead would benefit greatly by the introduction of a second middle school. MCCPS will, within its per pupil expenditures, provide the town of Marblehead with a second public middle school, easing the space burden on the current middle school. Furthermore, many children do best within smaller environments. MCCPS will be a small neighborhood school, with less than 200 students attending at full enrollment in grades 5-8.

- **The need for an alternate form of governance, leadership, and management.** Analysts have proclaimed the November 1994 elections a mandate for change: less government involvement, less government spending, lower taxes, and higher individual involvement. The Marblehead Community Charter Public School responds to the voices of voters. Governance will be truly democratic, adhering to the credo of Philip Schlechty: "Teachers as leaders, leaders as teachers, students as workers."¹ All constituencies will participate in governance, observing responsibilities as well as rights. Parents and students will be expected to volunteer their time, and will participate from the beginning in programs and policy development, including a dress code, code of conduct, cultivation of a healthy and respectful atmosphere in the school, and selection of extracurricular programs. Members of the Board of Trustees, staff, parents, and students will participate in MCCPS Town Meetings and assemblies and will conduct a Constitutional Convention as a crucial part of the development of governance structure for the school.

While much is being done in Marblehead to effect education reform, including a variety of measures taken in response to the MCCPS application, change is slow. Each day in the educational life of a child is critical. The Marblehead Community Charter Public School will provide the crucial opportunity for bold, immediate action, and will continue to offer the impetus to forge ahead that America's free enterprise system offers.

¹Philip Schlechty, Schools for the 21st Century, Jossey-Bass Publishers, 1993

4. School Demographics

Upon receipt of a charter, the Board of Trustees of the Marblehead Community Charter Public School will enter into a lease for space in Marblehead. This location was chosen because it

- has approximately 15,000 square feet of space
- is handicapped accessible
- has adequate parking
- is adjacent to a playing field and basketball court
- is presently in compliance with most local, state, and federal safety and health regulations
- can be renovated at a relatively low cost.

The school building will be in compliance with all state and federal regulations prior to opening.

In order to ensure replicability, the Board of Trustees is committed to securing a student population that directly correlates to the student population in the other Marblehead public schools.

The school will open in late August 1995 with approximately 44 students each in grades 5, 6 and 7, for a total of 132 students. The school will expand to 5-8 in August 1996, for a total enrollment of approximately 176 students.

5. Recruiting and Marketing Plan

In order to ensure its applicant pool is reflective of the diversity that exists within the town of Marblehead, the Marblehead Community Charter Public School will implement an aggressive marketing and recruitment campaign. As a public school, MCCPS is open to all, and will remain in full compliance with all state and federal regulations.

To create an awareness of the school's start-up and purpose, as well as to promote ownership and involvement throughout the community, informational packets will be distributed to:

- the parents or guardians of all current fourth, fifth and sixth grade students in Marblehead
- Marblehead Public School staff
- pediatricians
- churches
- youth advocates
- social service agencies
- private schools
- civic organizations
- PTA's
- the Marblehead/Swampscott YMCA, Marblehead Jewish Community Center, and Marblehead Community Counseling Center
- therapists
- other individuals and organizations working with children.

Shortly thereafter, a series of workshops will be held for various groups to disseminate information about the school (see Section 6, Admissions). Trustees and staff will be assiduous in portraying MCCPS as a school for students who have a wide range of academic skills and who come from families of diverse racial, ethnic, and socio-economic backgrounds. The Admissions Committee will work with the above groups to identify students who might benefit from the alternative provided by MCCPS, but whose parents might not be inclined to seek out such an alternative.

Soon after the appointment of staff, the Trustees will conduct a series of forums, focusing on education in Marblehead and beyond, including issues of replicability of MCCPS successes, and will offer

- Marblehead Public Schools staff and Marblehead Community Charter Public School staff an opportunity to become familiar with each other and to address the questions and concerns that undoubtedly pervade teacher lounges through the school system and beyond
- parents and students an opportunity to explore their attitudes, questions, and

- concerns about education while becoming familiar and comfortable with MCCPS staff, Trustees, and other volunteers
- individuals, including those representing organizations, an opportunity to join together in finding solutions to the problems that face all youth
- community members an opportunity to learn more about solutions for modern education
- anyone interested opportunities to become involved, including as a member of the Board of Trustees.

These interactions will be a continuing component of the school's effort to inform and stimulate active and provocative consideration of steps toward transformation (see Hannah Center for Professional Development and Community-Building brochure in the Appendices for further information).

Community resources will be tapped to publicize the recruitment process through all media outlets, including radio, community public access television, and the Marblehead Reporter, the Salem Evening News, and the Lynn Daily Item. Marketing will be an ongoing responsibility of the Board of Trustees, through its Community Relations/Ombudsman Committee (see Section 14, Governance), which will continually inform the community about the progress of the school and invite citizens to participate in making the school an integral part of the life of Marblehead. Trustees, staff, and students will contribute to a weekly news column on educational innovations and experiences of importance to the school community. The column will also include announcements of workshops and events open to parents and the general public as well as requests for volunteers to serve in any number of ways.

These efforts will communicate the intention of MCCPS to be an integral part of the public school community, as an autonomous ally and pioneer. In this manner, bridges will be constructed so that MCCPS is viewed not as a threat, but as a forecaster, explorer, and investigator for new routes to enliven education for all teachers, students, and community members. This outreach is essential if the experience of the charter school is to have a positive impact beyond its own physical environment.

6. Admissions Policy

The Marblehead Community Charter Public School is committed to creating an alternative public school, *comprised of a population that replicates that of the current public middle school*, that effectively meets the unique needs of all students. Its admissions policies will adhere stringently to all state and federal regulations, including Public School Regulation 603 CMR 26.00, and M.G.L. c.71 §89, which states in part:

Charter schools shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement.

Board of Trustees members and MCCPS stakeholders (see Section 14, Governance) are fully committed to the replicability portion of the charter school initiative. As such, the admissions process will focus primarily on composing a student population that as closely as possible reflects that of the current middle school. As stated in Section 5, Recruiting and Marketing: "Trustees and staff will strive to portray MCCPS as a school for students who have a wide range of academic skills and who come from families of diverse racial, ethnic, and socio-economic backgrounds." The Admissions Committee will work with the parents or guardians of all current fourth, fifth, and sixth grade students in Marblehead; Marblehead Public School employees and volunteers; pediatricians; churches; youth advocates; social service agencies; private schools; civic organizations; PTA's; the Marblehead/Swampscott YMCA, the Marblehead Jewish Community Center, and the Marblehead Community Counseling Center; therapists; and other individuals and organizations working with children to identify students who might benefit from the alternative provided by MCCPS, but whose parents might not be inclined to seek out such an alternative. (See Section 5, Marketing and Recruitment, for further information.)

Although a criteria for admission to MCCPS is that students and their families be motivated to apply and to sign a Letter of Commitment to promote the mission of the school, we believe it is the job of the Board of Trustees and staff to market the school in a way that will facilitate a desire on the part of families to participate in the school and thus the student's education. We recognize that families now have a choice in the Commonwealth of Massachusetts as to where they wish to send their children to public school. Our admissions process is geared toward addressing the needs of our consumers: public school children and their families.

The admissions process will be conducted by the Admissions Committee (comprised of volunteers who are not related to anyone eligible to attend the school; staff will serve as consultants to this committee - see Section 14 on Governance) in a five step process:

1. **Preparation for admissions process.** Upon receipt of the charter, the

Admissions Committee will convene to finalize informational documents and application forms;

2. **Information disseminated.** Information about MCCPS and the admissions process will be disseminated throughout the town via flyers, bulletins, media, mailings, and workshops at schools and other public institutions (please see Section 5, Recruiting and Marketing). In order to reach *all* students who may wish to exercise a choice in where they attend public school, this process will include outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates. Members of the Admissions Committee will be available throughout to answer any questions about the school and/or the admissions process. This portion of the process will begin on or about October 1 of the year preceding intended admission (except this year, when it will begin within weeks of receipt of the charter), and will close on or about the following January 15;
3. **Written applications.** Written applications will be submitted by each interested student and at least one adult (in some instances, a student will have a sponsor designated to act on his/her behalf). Written applications will be due on or about January 31;
4. **Personal interviews.** All applicant families (including those students with designated sponsors) will meet with members of the Admissions Committee to discuss matters crucial to the success of students: the mission and all other aspects of the school, including Letters of Commitment, their interest in the school, and other topics of interest to both parties. As home/school communication is a cornerstone of MCCPS, these interviews will serve to begin the process of providing ample opportunities for dialogue between MCCPS representatives and families, and to ensure full satisfaction and commitment on the part of all. These interviews will be conducted approximately between February 1 and March 15;
5. **Letters of commitment.** Each applicant, his/her parents and/or sponsor, and MCCPS Trustees will sign a Letter of Commitment setting forth their individual pledges of support for the applicant's education. This process will be discussed during the personal interview. Workshops will be conducted in the Spring so that all parties may participate in the creation of and commitment to this concept (see Section 16, Student Code of Conduct). Letters of Commitment will be signed before completion of the application process.

Members of the Admissions Committee will be available for assistance in all aspects of the admissions process. Each applicant family will be assigned a member of the Admissions Committee who will act as its liaison.

Admissions to the school will be announced under the guidelines set forth in Commonwealth of Massachusetts regulation 601 CMR 1.07(2). As MCCPS is committed to the belief that all public education consumers are entitled to a choice of schools to attend, every attempt will be made to accommodate all who are interested in attending MCCPS. Recognizing that if there are more applicants to MCCPS than there is space, our schools have an obligation to address the demand being articulated, Trustees will actively work with the district to find ways to accommodate the needs of all consumers.

The admissions process will be conducted in full compliance with M.G.L. c.71 §89. If it is determined that a lottery is to be conducted, it will be done in a way that ensures compliance with M.G.L. c.71 §89, and Commonwealth of Massachusetts regulation 601 CMR 1.05(1)(j)4 and 5. One component of this process will be that the demographics of both public middle schools in Marblehead will be balanced.

In the event there are fewer applicants than there are spaces, the marketing and recruitment process will extend to surrounding communities for applicants.

7. Profile of Founding Coalition

The Founding Coalition of the Marblehead Community Charter Public School is comprised of town officials, parents, teachers, businesspeople, and senior citizens. This group joined together in an effort to address the crucial issues facing public education.

The members of the Founding Coalition of the Marblehead Community Charter Public School are:

Charmarie Blaisdell is Associate Professor of History at Northeastern University. She is an internationally-recognized scholar in sixteenth century France and Italy, the Protestant Reformation, and Women's Studies. Among her recent professional activities in the field of education are: 1992 Presenter at the New England Teachers' Conference; co-designer with a Needham High School teacher of an integrated humanities/history curriculum with a technology matrix for the Massachusetts Academy of Science and Mathematics; member of the Task Force for Teacher Education at Northeastern University; co-designer of the Master of Arts in Teaching Program at Northeastern University; and member of the Education Task Force for Strategic Planning in Teacher Education at Northeastern. Dr. Blaisdell currently serves on the Steering and Advisory Committee at the Northeastern University Center for Urban Education, on the Board of Directors of "Theater to Do," a non-profit theater company that uses drama as a medium for teaching students about issues of gender and diversity, on the Vision and Steering Committee of the Marblehead Public schools, and has recently begun a term as Fellow, Center for Innovation in Urban Education at Northeastern University, where her research will focus on "Redefining Teacher Educators" and "Redesigning Teacher Education."

Jeff Coolidge is a Trustee, Thomas Jefferson Memorial Foundation; Senior Fellow, Lincoln Filene Center at Tufts University; Member of the Civic Education Board, Lincoln Filene Center; Chairman, Advisory Board of Greater Boston YMCA/Training, Inc.; Trustee, Harvard Yenching Institute; Chairperson, Boston Public Schools Community Service Learning Advisory Committee; Member, Marblehead Finance Committee; Director, the John F. Kennedy Library Foundation.

Karen Corcoran is the mother of four children attending public schools. She has been active in the public schools in various capacities for seven years. She has served as a Project Charlie teacher in a multiage 2/3 classroom at Bell School; co-leader of a 2/3 Brownie troop; frequent classroom volunteer; active PTA member; co-chair of the Elementary Schools Committee; member of the Budget Committee; Bell School newsletter editor; member of the Vision and Steering Committee; and as volunteer community producer for MHTV-3 initiated year-round filming of School Committee meetings, utilizing parent and student volunteers. Her family serves as host to a third grader from Boston through the METCO program.

Dennis Crimmins is an attorney with the Boston law firm of Peckham, Lobel, and member of the Marblehead Finance Committee.

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Charles Grader is the Director of the Program for Senior Executives at the Sloan School of Management, MIT, and a member of the Marblehead Finance Committee.

Dwight Grader is a real estate broker, Selectman, community leader, and member of various additional town and school-related committees, including Chair of the Vision and Steering Committee of the Marblehead Public Schools. His family arrived in Marblehead in 1768.

Mary McLaughlin is a senior citizen who works for the Town of Marblehead.

Susan Rundle is the mother of two minority students and a school volunteer of many years. She is a small business owner dealing with children's books covering issues such as adoption, multiculturalism and learning disabilities.

Jane Stephens is a special education teacher with over fifteen years experience in various school districts around the country. As the mother of two children, she is an active volunteer in the schools, serves on the Bell School Site-Based Management Team and the Vision and Steering Committee.

Bart Snow has been Town Accountant for the Town of Marblehead for 24 years. He also serves on the Capital Planning Committee, the Retirement Trust Fund Board, the Marblehead Public Schools Budget Committee, and the Town Employee Credit Union. His family has been in Marblehead since before the Revolution.

Ben Woodfin is a senior citizen who has been employed by the Town of Marblehead for over fifty years, twenty-five as the Superintendent of Cemeteries. He is a member of Rotary. His family has lived in Marblehead since its founding.

William Woodfin is Senior Internal Auditor for Tufts University and a long-time town leader, serving as a member of the Board of Selectmen, Capital Planning Committee, co-chair of the Elementary Schools Committee, and various other town and school-related committees.

8. Timetable

Some of the tasks listed below will continue throughout; they have been noted as "ongoing."

November, 1994

- ▶ Complete application process
- ▶ Complete all legal requirements, ongoing
- ▶ Finalize facility

December, 1994

- ▶ Submit application for Hannah Center for Professional Development and Community-Building 501c3 status
- ▶ Board of Trustees strategic planning and team-building retreat
- ▶ Finalize all portions of admissions process
- ▶ Finalize all aspects of marketing and recruitment campaign
- ▶ Implement marketing and recruitment campaign, ongoing
- ▶ Finalize job descriptions and begin search for teaching principal and staff
- ▶ Begin admissions process
- ▶ Begin work of Hannah Center, including development of formal collaborations, and grantwriting and fundraising, ongoing
- ▶ Develop collaboration with other Marblehead public schools, ongoing

January, 1995

- ▶ Create Advisory Cabinet of the Board of Trustees
- ▶ Complete informational portion of admissions process
- ▶ Continue staff search
- ▶ Complete written application portion of admissions process
- ▶ Presentation by attention deficit disorder specialist Dr. Ned Hallowell, first of Hannah Center speaker series

February, 1995

- ▶ Begin interview portion of admissions process
- ▶ Hire staff
- ▶ Board/staff retreat for strategic planning and team building
- ▶ Begin development of curriculum/programs, ongoing

March, 1995

- ▶ Conduct workshops covering Letter of Commitment and individual learning plan development processes
- ▶ Complete admissions process
- ▶ Begin development of student assessment process, ongoing

April, 1995

- ▶ Begin preparation of physical plant, ongoing
- ▶ Submit admissions information to Secretary of Education
- ▶ Staff training
- ▶ Student/parent/staff/Board workshops to develop Code of Conduct Handbooks

May, 1995

- ▶ Board/staff retreat
- ▶ Continue ongoing work

June, 1995

- ▶ Purchase of equipment and supplies
- ▶ Workshops for student assessment process

July, 1995

- ▶ Staff training
- ▶ Begin student assessment process

August, 1995

- ▶ Board/staff retreat
- ▶ Complete preparation of physical plant
- ▶ Complete student assessment process
- ▶ Conduct grand opening of physical plant
- ▶ School picnic/orientation
- ▶ School opens with 132 students in grades 5, 6, and 7

9. Evidence of Support

Since the initial application was filed in February 1994, individuals and groups from Marblehead and beyond, recognizing the need for and viability of the Marblehead Community Charter Public School, have stepped forward and volunteered various forms of support, including the following:

- A nine-member Board comprised of community leaders, public officials, parents, and businesspeople;
- Over fifty active volunteers, comprised of community leaders, public officials, parents, businesspeople, educators, and other community members;
- Names of over fifty additional supporters, comprised of community leaders, public officials, parents, businesspeople, educators, and other community members;
- Donation of two floors of office space for nine months;
- Donation of a large amount of furniture;
- Donation of professional legal, financial, real estate brokerage, architectural, construction, graphics design, consulting, moving, educational, technology, and other services;
- Donation of storage space;
- Donation of computers and computer equipment;
- Donation of laboratory and related equipment and supplies;
- Donation of books and magazines;
- Donation of office equipment and supplies.

We have also received offers of collaborations and other joint ventures. We expect support for the school to steadily increase after receipt of the charter, when we will embark on a formal marketing campaign.

10. Educational Program

The Marblehead Community Charter Public School embraces the credo set forth by Philip Schlechty of "teachers as leaders, leaders as teachers, students as workers."² If the recent drive to regain the competitive edge of American industry has taught us anything, it is that those who are responsible for output of a product must have the ready ability to change the way in which they do their jobs. Accordingly, while it is appropriate for those of us who will not be involved in the day-to-day functioning of the Marblehead Community Charter Public School to establish the educational philosophy and curricular framework of the school, it is the role of the school's leaders, its staff, to design the detailed curriculum.

Immediately after receiving final approval, the Personnel Committee of the Board of Trustees will embark on its search for staff. Working closely with MCCPS collaborators and other volunteers with relevant expertise, and drawing from the works of TheodoreSizer, James Comer, E.D. Hirsch, Carol Gilligan, Philip Schlechty, and others, staff will then begin developing a rigorous curriculum and related programs, to be delivered in a highly challenging, interactive, experiential, interdisciplinary environment that addresses the demanding intellectual, social, emotional, and physical needs of our early adolescents. This curriculum will be based on the mission and objectives set forth throughout this contract, which stresses the belief that each student is an individual with a unique way of learning and of being, and that if that student's way of learning and being is recognized and addressed, he/she will succeed in school. We are deeply committed to the goal that no student at MCCPS will fall through the cracks. As such, *each and every student at MCCPS* will have an individual learning plan, developed through an assessment process to be conducted prior to the start of the school year, in partnership with the student, his/her parent(s)/sponsor(s), and teacher. This process will be based on the work of Bernice McCarthy and Howard Gardner, among others. (See Section 17, Special Needs Students.) Staff will work closely with each student and his/her family to ensure fulfillment of the objectives contained within the student's individual learning plan; curriculum will be designed to ensure the flexibility necessary to achieve those objectives. Teaching methods will continuously evolve, drawing from the multitude of resources available throughout the Commonwealth.

The educational program is based on the belief that before students move on from MCCPS, it is essential that they are able to demonstrate:

- a high level of competency in the basic skills;
- skill in the use of technology;
- proficiency in critical thinking and problems solving skills;
- competence as a self-directed learner;
- ease with working in groups;
- effective oral and written communication skills;

²Ibid.

- productive attitudes toward work, community, school, friends, and self;
- the ability to carry the school experience into the real world, through further education, work, family, and community and civic affairs.

The following themes will weave through every aspect of life at the Marblehead Community Charter Public School:

- Academic rigor - the core curriculum will provide students with a well-rounded and rigorous program in the areas of mathematics, science, technology, humanities, language arts, and social sciences, and will require mastery of writing, spelling, mathematical, and study skills;
- Use of technology, including utilization of multi-media and national and international computer link-ups;
- Reinforcement of productive attitudes toward work, community, school, friends, and self, including the respect for the hard work our nation was built upon; a willingness to sacrifice for the common good, as well as for personal fulfillment; deep respect for family, school, and community; and the capacity to appreciate the opportunities life affords;
- Focus on the abilities of each individual student - each and every student at MCCPS will be regarded as unique and capable of accomplishment. Each student will have an individualized learning plan developed through an assessment process in partnership with the student, his parent(s)/sponsor(s) and staff;
- Community service learning, which will be woven throughout the curriculum to encourage constructive participation in the life of the school, the community, and beyond;
- The ability to directly carry the school experience into the real world, through postsecondary education, work, family, and community and civic affairs.

Curriculum will be built around the concept of scope and sequence, ensuring consistency and providing the steps toward mastery of skills in a developmentally-appropriate manner. Rather than being passive learners, students will be encouraged to see themselves as historians, mathematicians, scientists, computer scientists, writers, and artists.

Formal school hours at the Marblehead Community Charter Public School are tentatively set at 8:00 a.m. to 2:45 p.m. In order to ensure a safe, nurturing environment for all students before and after school, and to support the diverse MCCPS family population, the school will be open from approximately 7:00 a.m. until 5:00 p.m. on a fee-based, volunteer basis. The before and after-school programs will be operated under the auspices of the Hannah Center for Professional Development and Community-Building (see related brochure in the Appendices). These hours may be amended after completion of the admissions process, according to the needs of MCCPS families.

Based on the awareness of the demanding needs of early adolescents for intellectual stimulation,

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physical activity, nourishment, and socialization, time devoted to academics will exceed state standards, with frequent short breaks built into the daily schedule of the school.

In order to accommodate families with children in other Marblehead public schools, the Board of Trustees plans to follow the calendar of Marblehead's other public schools as closely as possible, with three noted exceptions:

- many Marblehead families wish to finish the school year earlier (the school year ended on the last Monday of June, 1994);
- MCCPS is committed to increased time spent on academics and will have a longer school day, slightly longer school year, and increased time devoted to core academics;
- the Board is committed to addressing the religious and cultural needs of all its students as equally as possible. Unless *all* religious and cultural holidays are observed by closing the school, it isn't fair to observe any by closing the school. Therefore, the school will close only for nationally-observed holidays. However, students and faculty will be strongly supported in observing their own holidays. Through the curriculum, students will obtain an understanding of each observed holiday, while the after-school program will, within state and federal guidelines for the operation of a non-profit corporation (The Hannah Center for Professional Development and Community-Building), incorporate themes of non-observed holidays so students, staff, and volunteers are supported in celebrating their heritage.

The tentative 1995-96 school calendar is as follows:

1995

August 27	School-wide picnic/orientation
August 28	First day of school
September 4	Labor Day
October 9	Columbus Day
November 11	Veterans' Day
December 18- December 31	Early Winter Break

1996

January 1	New Years' Day
January 15	Martin Luther King's Birthday
February 19-23	Late Winter Break
April 16-20	Spring Break
May 27	Memorial Day

June 19

Last day of school

All aspects of the educational program, including hours of operation and calendar, will be in full compliance with state and federal regulations.

11. Student Performance

The principles of Total Quality Management provide a framework for analyzing and evaluating student performance. Rather than serving solely as a means to judge an end product, assessment of student performance will be an integral component of the learning process. Students will come to an understanding of assessment as a part of the process of continuous improvement.

This way of looking at assessment represents a vital element of the Marblehead Community Charter Public School's approach to education. It requires changing from a world view in which the goal is to *have*, to a world view in which the goal is to *be*. Almost twenty years ago, Erich Fromm illustrated the impact of this dichotomous world view on students' state of mind:

Students in the having mode aim to hold onto what they "learned," either by entrusting it firmly to their memories or by carefully guarding their notes. They do not have to produce anything new. In fact, having-type individuals feel rather disturbed by new thoughts or ideas about a subject, because the new puts into question the information they already have. Indeed, to one for whom having is the main form of relatedness to the world, ideas that cannot be pinned down are frightening - like everything else that grows and changes and, therefore, is not controllable.³

More so than when Fromm made this observation, educators must be about the business of preparing students to operate in a world where change is the one constant. This requires that students see learning as an evolving process, and consider it their responsibility to be immersed in this process rather than focused on having the learning neatly wrapped up in a package. Fromm describes students in the being mode as capable of developing a wider perspective than is possible when the focus is on having. He goes on to say:

Instead of being passive receptacles of words and ideas, they [the students] listen, they hear, and most important, they receive and they respond in an active, productive way. What they listen to stimulates their own thinking processes. New questions, new ideas, new perspectives arise in their minds. Their listening is an alive process...They do not simply acquire knowledge that they can take home and memorize. Each student has been affected and has changed: each is different after [the lesson] than he or she was before it.⁴

Continuous assessment of student performance is an integral component of individual learning plans.

³Fromm, Erich, To Have Or To Be?, 1976.

⁴Ibid.

(See Section 10, Educational Program and Section 17, Special Needs Students for further information on individual learning plans.) Individual learning plans are the mechanism for implementing the core of the mission of MCCPS: that each and every student at the school be given ample opportunity to reach their highest potential, *on a daily basis*. Completing an examination or a term paper are not the focal point of the student's day. Teaching, learning, and assessing will be implemented in a manner that instills in students the belief that learning is continuous, that errors or mistakes are not red marks on a paper, signifying failure, but are check-in points to show the way toward continuous improvement. At MCCPS, failure is viewed as a natural part of life's learning processes, an inherent characteristic of constant growth and development. Each student will be challenged to reach to and then beyond what they believe themselves capable of.

The assessment process, which will comply with all state and federal testing and performance standards, will be based, in part, on a model presented by Marzano, Pickering and McTighe (this, like curriculum, cannot be formally created without staff) in Assessing Student Outcomes.⁵ This process brings the principles of quality management into the classroom and provides a means of determining student progress while emphasizing the ongoing process of improvement. It will help students analyze and refine the processes they use in completing project assignments. Assessment will also draw heavily upon the work of TheodoreSizer and the Coalition of Essential Schools.

Performance tasks will be created to provide explicit information about students' ability to achieve selected content standards and life-long learning standards. Student performance will be evaluated through reference to scoring rubrics which describe levels of performance. The performance tasks will be created by teachers and students within the following parameters:

- Whenever possible, performance tasks are of student design;
- The task is meaningful to students, teachers, parents, and the community;
- The task requires the student to locate and analyze information as well as to draw conclusions about this information;
- The task requires students to communicate results clearly;
- The task requires students to collaborate with the teacher, other adults and students, as well as to work on their own;
- The task requires sufficient mastery of concepts and principles so that students are able to appropriately bring them to bear on large, multifaceted problems of real-life;
- Students work on performance tasks over an extended period of time;
- Performance tasks require students to construct new knowledge.

Students learn through the construction and completion of tasks as well as through utilizing rubrics designed for student self-assessment. Presentations and demonstrations by individuals and groups

⁵Robert Marzano, Debra Pickering, Jay McTighe, Assessing Student Outcomes, ASCD, 1993.

will be featured during monthly parent/community visits. These presentations will reflect the varied modes of learning and expression of students. Self-assessment will also be conducted through the use of journal writing in response to probes of understanding (a question asked by the teacher to elicit assessment information for specific standards).

Additional tools for assessment will include:

- naturalistic observation through which teachers will note behaviors that indicate how well students are meeting various standards;
- traditional modes of assessment, such as objective and essay tests;
- the development of portfolios to include physical evidence of the student's ability to meet content and life-long learning standards.

The needs of individual students will be continually addressed in staff meetings and through regular communication with parents and students. Further attention will be afforded students by teaching assistants, parent and community volunteers, and through the resources of the Hannah Center for Professional Development and Community-Building (see Section 10, Educational Program, and the Hannah Center brochure located in the Appendices for further information).

Student performance standards will comply with all federal and state regulations governing student performance, including those contained in M.G.L. c.71 §89.

12. School Evaluation

The principles of Total Quality Management and Continuous Improvement require that evaluation be an ongoing component of an organization's operating cycle. Evaluation is not first and foremost a tool for judgment and blame, but is a process for informing the school's leaders and consumers of its progress in achieving desired results. The learning and improvement spiral is in place at all levels of the school's structure and contributes to consistency and integrity in the school's fundamental attitude toward individual and organizational development and change. Therefore, evaluation of all components of the school, including its Board of Trustees, staff, classrooms, and program, is critical to the competent operation of the school. Student performance assessment and school evaluation are closely linked: just as the adults in the school move through a process of conceptualization, planning, action, observation, analysis, reflection, and revision, students use their prior knowledge and understanding as the foundation for construction of new learning and the constant refinement of developing intelligences, knowledge, and skills.

This approach to evaluation also synthesizes separate elements into a whole. Teachers, students, parents, volunteers and others associated with the school provide information and join with Trustees in examining the performance of the school. Each group evaluates its internal performances, as well as its performance in relation to other groups. Feedback will be solicited on a regular basis through MCCPS Town Meetings, the Community Relations/Ombudsman Committee, the Hannah Center, and various other mediums. Close ties with the Office of the Secretary of Education and all other Marblehead public schools will facilitate ongoing dialogue regarding the extent to which the school's program is providing useful information and contributing to ongoing reform efforts. (See Section 19, Accountability, for further information on this process.) Evaluation of the school will comply with all state and federal regulations.

In addition to the formative evaluation that is continuous and developmental, a summative evaluation process, as outlined in Section 19, Accountability, will provide annual indications of the school's overall performance.

There will be a heavy emphasis on home-school communication and community relations. Home-school communication will be facilitated in part through goals of:

- full teacher accessibility via daily conferencing time;
- providing a telephone in each classroom;
- computer-networking capabilities between home and school;
- daily/weekly/monthly written communication between home and school;
- MCCPS Town Meetings for democratic decision-making;
- frequent school performances, social gatherings, and workshops.

Home-school communication and community relations will further be facilitated through the efforts

of the Community Relations/Ombudsman Committee (see Section 14, Governance) of the Board of Trustees and the Hannah Center for Professional Development and Community-Building (see brochure in the Appendices).

MCCPS will be a full participant in the school evaluation efforts of the Secretary of Education and will comply with all state and federal regulations regarding school evaluation.

13. Human Resource Information

As set forth in Section 10, Education Program, the Marblehead Community Charter Public School embraces the credo set forth by Philip Schlechty of "teachers as leaders, leaders as teachers, students as workers."⁶ Members of the Board of Trustees emphatically believe in the central role of staff in creating a community of learners. The school will require staff that prospers within a free-enterprise-based environment of change and movement: people of high energy and a thorough understanding of the developmental needs of early adolescents.

Staff composition will be as follows:

- two teachers per grade, one of whom will be SPED-certified;
- one teaching principal;
- one half-time teaching assistant per grade;
- specialists in the areas of foreign language, physical education, health, and the arts, according to school size (see Section 18, Funding);
- one administrative assistant, with responsibility for clerical and receptionist duties, bookkeeping, and first aid.

Other services, such as nursing, counseling and guidance, custodial, etc. will be contracted out (see Section 14, Governance, and Section 18, Funding).

Staff will be expected to actively contribute to the continuous improvement of MCCPS. Staffing for the school will be substantially supplemented with parents, student teachers, college and community volunteers.

The Board of Trustees will adopt and implement all state and federal policies and regulations, including affirmative action. As much as possible, staff will be balanced in regard to gender and will reflect the demographics of the Greater Boston area. Careful attention will be devoted to the process of staff recruitment and hiring. The heart of the school's success will depend upon the ability of staff to set a climate that is conducive to learning and to actively engage students in this process.

As delineated in Section 11, Student Performance, Section 12, School Evaluation, and Section 19, Accountability, the commitment of the school to the principles and practices of Total Quality Management includes an understanding of evaluation as an integral component of the school's educational and organization process. As such, staff will develop annual goals, including plans for continued professional development. The Board of Trustees, in conjunction with the Personnel Committee and staff will develop personnel policies and compensation and benefit packages that recognize and reward excellence in teaching. The MCCPS budget includes funds for salaries,

⁶Philip Schlechty, Schools for the 21st Century, Jossey-Bass Publishers, 1993.

benefits, and staff development that reflect a recognition of the professionalism of teaching.

In order to define staff expectations and requirements, including those governing hiring and firing, staff will participate in the process set forth in Section 16, Code of Conduct, governing behavioral expectations and standards.

All activities regarding human resources will comply with relevant state and federal regulations.

14. School Governance

The Marblehead Community Charter Public School will model site-based management, as set forth under provisions of the Education Reform Act of 1993, as well as a democratic process of self-government that incorporates all the principles and practices outlined under the School Governance section of our Revised Preliminary Application. MCCPS management policies will be based on the governance credo established by our forefathers : "of the people, by the people, and for the people."⁷

We have created the structure for a democratic public school and will continually strive to protect it from becoming an entity that "will inevitably erect barriers and encumbrances remarkably similar to those embedded in existing institutions."⁸

In order to create a learning organization that encourages all those involved to embrace challenging issues (both academic and non-academic) by approaching them from various directions, risking failure, assessing the mistakes and devising a new plan, while incorporating a series of checks and balances much as our forefathers did, we have developed the following model for managing the Marblehead Community Charter Public School:

- ▶ we have created a Board of Trustees;
- ▶ after receipt of the charter, we will create an Advisory Cabinet to the Board of Trustees;
- ▶ all those involved in the school's operations will be considered owners and managers of the school (stakeholders);
- ▶ the Board will hire a teaching principal who will be responsible for day-to-day leadership functions of the school;
- ▶ the Board, in conjunction with the teaching principal and the Personnel Committee, will hire staff;
- ▶ as MCCPS is to be a teacher-led, student-focused school, staff members will

⁷Abraham Lincoln, *Gettysburg Address*, 1863. He said, in the final sentence of the Gettysburg Address: "It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we are here highly resolved that these dead shall not have died in vain; that this nation under God shall have a new birth of freedom; and that the government of the people, by the people and for the people shall not perish from the earth." However, this idea has a long tradition, from Lincoln back to William Lloyd Garrison, who said, "You cannot possibly have a broader basis for any government than that which includes all the people with all their rights in their hands and with an equal power to maintain their rights," to Daniel Webster, who said, "The peoples' government, made for the people, made by the people, and answerable to the people."

⁸MCCPS Revised Preliminary Application, page 33.

Board of Trustees

Marblehead Community Charter School

Ms. Karen Corcoran
13 Doaks Lane
Marblehead, MA 01945

(617) 631-2907

Mr. Ben Wittner
18 Warren Road
Marblehead, MA 01945

(617) 631-6192

Mr. William Woodfin
33 Lincoln Avenue
Marblehead, MA 01945

(617) 639-0297

Mr. Mark Livermore
6 Thompson Road
Marblehead, MA 01945

(617) 639-0534

Mr. Charles Grader
11 Highland Terrace
Marblehead, MA 01945

(617) 631-0066

Mr. Phillip Cardwell
42 Pond Street
Marblehead, MA 01945

(617) 631-9228

Ms. Patricia Moody
24 Beverly Avenue
Marblehead, MA 01945

(617) 631-5756

Ms. Anne Steadman
14 Humphrey Street
Marblehead, MA 01945

(617) 631-5116

Mr. Jeff Coolidge
18 Orne Street
Marblehead, MA 01945

(617) 639-1464

be an integral part of every aspect of school operations.

Board of Trustees. In preparation for filing its incorporation papers, the Founders appointed an Interim Board of Trustees for a term that expired August 31, 1994. The purpose in creating the Interim Board was to allow for incorporation while still providing a democratic election of Board members. Our attorney filed the appropriate documents for incorporation and drafted a set of by-laws. Four task forces were created to work on completing the Final Application: facilities, educational programs, governance, and budget, with eight to fifteen volunteers serving on each. The Facilities Task Force did its work outside regular meeting times. The rest of the groups met each Monday evening over the summer, as did the Interim Board. Based on work of the Governance Task Force, a thirteen person Board of Trustees was created, with four positions to be held out, in order to leave open positions for parents of students attending the school. The Board will be further enlarged only through the Executive Office of Education and under provisions contained in M.G.L. c.71 §89. Length of terms were determined by number of votes received. Founders, Interim Board members, and anyone who had volunteered their time were considered registered voters. Registered voters cast their votes with Marblehead Town Clerk Betty Brown on Monday, August 29 and Tuesday, August 30. The following people were elected to the Board of Trustees of the Marblehead Community Charter Public School for the designated terms of office:

Karen Corcoran	13 Doaks Lane, Marblehead	631-2907	3 years
William Woodfin	33 Lincoln Avenue, Marblehead	639-0297	3 years
Charles Grader	11 Highland Terrace, Marblehead	631-0066	3 years
Patricia Moody	24 Beverly Avenue, Marblehead	631-5756	2 years
Jeff Coolidge	18 Orne Street, Marblehead	639-1464	2 years
Ben Wittner	18 Warren Road, Marblehead	631-6192	2 years
Mark Livermore	6 Thompson Road, Marblehead	639-0534	1 year
Phillip Cardwell	42 Pond Street, Marblehead	631-9228	1 year
Anne Steadman	144 Humphrey Street, Marblehead	631-5116	1 year

The MCCPS Board represents a wide spectrum of the Marblehead community. These individuals have stepped forward with a desire to build a small public middle school within the town of Marblehead. Board members bring diverse perspectives and resources to their work and are prepared to devote the time and energy that will be necessary for MCCPS to fulfill the challenge it has set for itself. The Board conducted a four hour planning meeting on the evening of September 12, and will plan a weekend retreat within the first week after receipt of the charter. At its September 12 meeting, the following officers were elected:

Chair	Karen Corcoran
Vice-Chair	Mark Livermore
Secretary	Ben Wittner
Treasurer	Patricia Moody

These officers comprise the Executive Committee of the Board. This Executive Committee is empowered to act on behalf of the Board in emergencies that do not have far-reaching effects on the school. In the event of an emergency of far-reaching import, Board members will be polled by telephone. All actions taken must be approved by a majority vote of the Board.

The roles and responsibilities of the Board of Trustees are as follows:

- to ensure that the activities of the school are full in alignment with the mission of the school;
- to determine budget and approve curriculum, in consultation with staff;
- to ensure adherence to all regulations;
- to attend the majority of meetings of the Board;
- to review all materials received prior to each meeting;
- to serve on one or more Board sub-committees, as follows:

Academic Policy. Review and approve curriculum, ensuring its compliance with the mission of the school; ensure the curriculum is responsive to the evolving needs of a learning organization; assist in development of enrichment, afterschool, and summer programs (see Section 10, Educational Program). This committee will work closely with the Hannah Center Committee.

Personnel. Assist in writing job descriptions for school employees; assist in writing job descriptions for adult volunteers; work with students to create student job descriptions, including school maintenance and business ventures; assist in hiring and firing decisions; assist in setting compensation and benefit packages.

Admissions. Oversee admissions process. Only those Board members who do not have middle school aged children are eligible to serve on this committee.

Community Relations/Ombudsman. Seek out active involvement of town, state, and national community; oversee public relations functions; act as liaison between Board, staff, parents, volunteers, town, and community at large to ensure smooth operation of the school within a democratic framework; serve as student sponsors; develop process for addressing grievances by any party; oversee the Community Open House program; plan social events; oversee strong home/school communication program, including possible home/school computer link-ups. This committee will work closely with the Hannah Center Committee.

Finance. Review of finances and expenses; oversee spending prioritization schedule; collaborate with district to determine finances between schools; advise on financial matters.

Strategic Planning. Assist in creating, reviewing and filing Annual Report; coordinate the ongoing efforts of the Board of Trustees, all sub-committees, collaborators, and other volunteers to ensure cohesion and efficiency; engage in continual process of planning and prioritizing for school operations, including planning regular retreats for Board and staff team-building.

Facilities and Equipment. Determine space and equipment needs and costs associated therewith; identify school site; negotiate lease; ensure compliance with all regulations; develop plans for any necessary renovations to site; oversee preparation of physical plant and purchase of equipment and supplies; monitor ongoing compliance with regulations; oversee maintenance of building and equipment. This committee will work closely with the Finance Committee.

Hannah Center for Professional Development and Community-Building. Working with all other sub-committees, oversee implementation of the charge of the Hannah Center (see brochure under Appendices).

Collaborations. Work closely with Hannah Center Committee to seek out individuals, organizations, and institutions to assist the school in fulfilling its mission; oversee a process of continually identifying potential collaborations; act as a clearinghouse for potential collaborators; pursue collaborations currently in process; oversee collaborations with district.

Nominating. Nominate new Board members; approve non-stakeholder participation in Board sub-committees.

Executive Search. Find and present to the Board, candidates for the position of Teaching Principal.

These sub-committees are comprised of at least one Board member, any interested stakeholders, and, upon Board approval, non-stakeholders. Committees report to full Board for final approval before taking action.

Advisory Cabinet of the Board of Trustees. After receipt of the charter, the Board will create an Advisory Cabinet of the Board of Trustees, comprised of individuals with resources other than time to offer the school community. The roles and responsibilities of this Cabinet are as follows:

- to attend the Annual Meeting of the Marblehead Community Charter Public School;
- to maintain familiarity with the operations of the school, by reviewing materials (it is the responsibility of the Board and Teaching Principal to see that each Advisory Cabinet member receives the same material provided to members of the Board), by

- visiting the school on occasion, and by contacting the Chair of the Board and/or the teaching principal at any time;
- to provide MCCPS with resources, as relevant and appropriate.

Stakeholders. While recognizing the importance of strong leadership on the part of the Board of Trustees, Teaching Principal, and staff, the Founders of MCCPS felt strongly that in order to carry out the school's mission, parents, students, staff, and active volunteers must be full participants in the decision-making process. The position of Stakeholder was created to follow through on this commitment.

After completion of the admissions process, parents and students will sign Letters of Commitment regarding their involvement in school operations (see Section 6, Admissions). As part of their contract to commit to full participation in the operations of the school, all those involved in MCCPS become "stakeholders," similar to employee-owned companies and/or shareholders of corporations.

Two groups of stakeholders will be created: adult and student. Students will register with Town Clerk Betty Brown for the right to vote at monthly (at a minimum; meetings may be held more often, to be decided by each group in conjunction with staff and Board) MCCPS Town Meetings. These MCCPS Town Meetings will be conducted in the same fashion as Marblehead's Town Meetings, with registration required for participation, and a quorum required in order to hold the meeting. The teaching principal and Community Relations/Ombudsman Committee of the Board will work closely with MCCPS Town Meeting participants to ensure that the business conducted is meaningful, fruitful, and consistent with the actions of the Board and teaching principal in implementing the vision of the MCCPS.

The roles and responsibilities of adult Stakeholders are as follows:

- to elect members to the Board of Trustees;
- to endorse appointments of members to the Advisory Cabinet of the Board of Trustees;
- to ratify the school Constitution;
- to endorse major decisions of the Board of Trustees;
- to advise the Board and staff of all matters they consider important to the success of the school and its participants.

Prior to each MCCPS Town Meeting, adult stakeholders will receive a packet of information concerning any votes they will be asked to take. If they will be asked to elect or endorse candidates to any Board, biographical information will be provided. Also included in this packet will be a summary of all decisions made by the Board of Trustees at its prior meeting, and any actions taken at student stakeholder meetings. After discussion, a vote will be taken to endorse the Board's decisions. The result of this vote, together with feedback, if any, from adult stakeholders regarding

each individual issue, will be recorded and formally presented by elected representatives to the Board at each meeting following. As the burden for fulfilling the requirements of the school's contract is on the Board of Trustees, final decisions will be made by the Board. However, although it is not bound by the recommendations of adult stakeholders, the Board will strongly consider all input when making decisions and will work with stakeholders to resolve any differences.

The roles and responsibilities of student Stakeholders are as follows:

- to endorse the election of members to the Board of Trustees;
- to endorse appointments of members to the Advisory Cabinet of the Board of Trustees;
- to ratify the school Constitution;
- to endorse major decisions of the Board of Trustees;
- to advise the Board and staff on issues concerning fulfilling the school's mission.

Prior to each MCCPS Town Meeting, student stakeholders will receive a packet of information concerning any votes to be taken. If they will be asked to endorse appointments to any Board, biographical information will be provided. Also included in this packet will be a summary of all decisions made by the Board of Trustees at its prior meeting, and any actions taken at adult stakeholder meetings. After discussion, a vote will be taken to endorse the Board's decisions. The result of this vote, together with feedback, if any, from student stakeholders regarding each individual issue, will be recorded and presented by elected student representatives to the Board at each meeting following. Although not bound by the recommendations of student stakeholders, the Board will strongly consider student input when making decisions and will work with students to resolve differences on any issue.

This process is intended to (a) facilitate open dialogue between, (b) promote a sense of ownership on the part of, and (c) ensure dissemination of information to all members of the Board, staff, students, families, and volunteers.

Teaching Principal. Immediately upon receipt of the charter, the Executive Search Committee of the Board of Trustees will embark on its search for the teaching principal of MCCPS. Among the areas of responsibility of the teaching principal are:

- to provide leadership;
- to coordinate the activities of the school;
- to teach;
- to consult to committees and groups in their work;
- to advise the Board on all activities.

The Board will rely heavily on the teaching principal to provide the day-to-day leadership necessary

to implement the vision of the Marblehead Community Charter Public School.

Staff. Staff is crucial to implementation of the mission of MCCPS. The Board will work to realize a motto of the school: "Teachers as leaders, leaders as teachers, students as workers."⁹ As leaders of the school, individual staff will, among other things:

- serve on committees;
- act as stakeholders;
- advise the Board, sub-committees, and teaching principal;
- create and implement curriculum;
- be responsible for approximately 22 students, including preparation and implementation of each student's individual learning plan.

Staff is such an integral part of the school that many crucial issues, such as curriculum (see Section 10, Educational Program) cannot be decided upon until staff is hired.

Community. The community a vital, integral part of the Marblehead Community Charter Public School. We will reach out to the community to:

- assist in preparing our students to assume their role as highly-functioning members of the community, capable of carrying forward the tenets of our democratic society;
- hold MCCPS accountable for fulfilling its mission;
- act as the role models and mentors our children need in order to succeed;
- participate in the operations of the school in order to enhance the well-rounded education of our students;
- offer individual and group services in a number of ways, including afterschool, enrichment, and summer programs;
- become part of the work of the Hannah Center for Professional Development and Community-Building.

As the Board of the Marblehead Community Charter Public School has been created to fulfill the mission of MCCPS, and as teachers, students, and their families *are* MCCPS, the Board exists to serve their needs. As such, Board members are expected to be open and responsive to the needs of the school community at all times. The Community Relations/Ombudsman Committee will act as liaison, ensuring that each and every person associated with the school has a safe place within which to be heard and to have action taken on issues they consider important. Board members will be expected to maintain active contact with MCCPS by attending at least four MCCPS Town Meetings per year, and fulfilling their responsibilities as Board members.

⁹Philip Schlechty, Schools for the 21st Century, Jossey-Bass Publishers, 1993

In order to create the school's Constitution, students, parents, staff, volunteers, and Board members will embark on a process mirroring the Constitutional Convention process of our forefathers. This process will be fully integrated into the curriculum and is expected to take two full school years.

Governance policies will be in full compliance with all state and federal regulations.

15. Building Options

Upon receipt of a charter, the Board of Trustees of the Marblehead Community Charter Public School is prepared to enter into a lease agreement for space in Marblehead. This location was chosen because it

- contains approximately 15,000 square feet of space
- is handicapped accessible
- has adequate parking
- is adjacent to a playing field and basketball court
- is in compliance with most state and federal regulations
- can be renovated at a relatively low cost.

The Board is also involved in discussions concerning two alternative locations.

The school's location will be in compliance with all state and federal regulations.

16. Code of Conduct

The purpose of rules at the Marblehead Community Charter Public School is to provide the necessary guidelines for behavior to all those involved with the school to promote the safe, warm, family-like environment that is an integral part of the mission of the Marblehead Community Charter Public School.

It is important that anyone who is asked to sign a contract committing to following a set of rules be involved in creating those rules. Therefore, a series of workshops involving students, their families, school volunteers, Board members, and staff will be held immediately following completion of the admissions process. In the Spring of 1995, the focus of the workshops will be to create three separate handbooks outlining all rules, policies, and procedures governing behavior. In following years, the focus will be to review and revise the handbooks. These handbooks will be entitled as follows:

- Student Handbook, which will cover the behavior of students;
- Staff Handbook, which will cover the behavior of all MCCPS staff;
- Volunteer Handbook, which will cover the behavior of all MCCPS volunteers, including Board members, parents, community members, and other volunteers.

The rules in each of these handbooks will be followed by consequences for breaking those rules and, in the case of students, rewards for following them. In the case of student workshops, parameters will be offered within which students will be guided in arriving at decisions. For example, MCCPS will have a dress code. Within the framework of workshops, students will be guided in writing the specifics of the dress codes. These handbooks will become a part of the Letters of Commitment signed by everyone who is part of MCCPS.

This will be an ongoing process; all requests for changes, additions and deletions to rules will be addressed at monthly MCCPS Town Meetings, Board meetings, and ongoing workshops.

It is the policy of the Board of Trustees that middle school-aged students who engage in behavior that is destructive to self, others, or property are crying out for help and are not served by being automatically sent out into the streets. At the same time, it is the obligation of the Board to ensure a safe environment for all. Therefore, policies and procedures relating to destructive behavior will be carefully developed under the above guidelines and strictly enforced. It should be emphasized that the Board and its representatives will make every attempt to support the student and his/her family in addressing the student's needs, while protecting the interests of the entire MCCPS community.

State and federal regulations and statutes governing school discipline, including those contained under M.G.L. c766, will be complied with at all times.

17. Special Needs Students

Massachusetts has far more students enrolled in special education than any other state in the country. While the Marblehead Community Charter Public School will fully comply with M.G.L. c71A and 71B, and all other state and federal regulations governing special education, the school's goal is to reduce dependence on Chapter 766 as a way of attempting to meet the needs of our children. This will be accomplished by recognizing that *every* child is a separate and unique individual with his/her own learning style and set of special needs that must be addressed if that child is to succeed in school and in life. *Each* student at MCCPS will have an individual learning plan, developed through an assessment process to be conducted prior to the start of the school year, in partnership between the student, his/her parent(s)/sponsor(s), and teacher. This process will be based on the work of Bernice McCarthy and Howard Gardner, among others. It is our belief that a united commitment between students, parents/sponsors, staff, and community will motivate all children to succeed.

All students, regardless of individual styles or abilities, deserve the opportunity to interact, achieve, risk, succeed, and fail in a well-supported school environment. This is best accomplished in a small, safe environment with an individualized and personalized approach to learning. One of the two teachers from each grade will be SPED-certified and will provide technical support. Staff will assist students in understanding and accepting that each human being possesses his or her own unique style of learning and his or her own unique strengths and weaknesses in various intelligences. Each student will be given multiple opportunities to work with his/her strengths *and* weaknesses in class activities.

Each student's individual learning plan will include a Goals/Expectations section. Staff, working closely with students and their parent/sponsor, will create a challenging and adaptive set of goals and expectations. This process will embrace the reality that we all have different levels and abilities - the target is that each student will achieve or, preferably, exceed his/ her goals, reaching his/her highest potential. Additionally, it will provide the means by which student, parent/sponsor, and teacher will regularly assess the student's progress and thus address the student's ongoing needs.

Emphasis will be on addressing the needs of all children within the whole school community, both during the regular school day, and during the before and after-school programs. All students will benefit from an integrated curriculum that is delivered in a multi-media, multi-sensory, active learning environment. Resources will be allotted for individual therapy and/or enrichment, as needed. The goal of the school is to work closely with the district to pool resources, saving time and money.

It is our belief that this multi-faceted experiential program, while addressing weaknesses and promoting strengths, will greatly reduce the number of new Chapter 766 referrals, as well as allow students who so desire to move out of Chapter 766. These reductions would, of course, result in a more effective use of resources.

A brief overview of what our program will include is as follows:

- individual learning plan for each student;
- innovative teacher configuration;
 - one SPED-certified teacher per team
 - one half-time professional teaching assistant per grade
 - students remain with same teachers for grades 5/6, then 7/8
- extended school day - 7:00 a.m. to 5:00 p.m., with regular school hours from 8:00 a.m. to 2:45 p.m. (Note: these hours may be slightly amended, based on the needs of families);
- tutorial/group homework/study skill development time during school/before/after-school day;
- smaller school and smaller class sizes;
- parent/student/teacher/Board contracts.

This true inclusion model invites all specialists (speech and language, reading, physical, occupations, etc.) to participate through:

- teacher consultation;
- curricula input;
- design of special class projects;
- tutorials to work toward individual goals;
- integrating individual needs with community involvement.

The Marblehead Community Charter Public School model requires a highly professional, dedicated staff intent on creating a more effective way of addressing the needs of all students. One of the SPED-certified teachers will act as the school's SPED administrator. Workshops on effectively addressing the special needs of all students (including information on how Chapter 766 works) will be held in the Spring, so that parents, students, and community members have a voice in how those needs are addressed.

18. Funding

The Board of Trustees of the Marblehead Community Charter Public School is committed to allocating its dollars as close to the classroom as possible. In preparing the Projected Operating Budget, over 75% of per pupil expenditure receipts were allocated at the classroom level.

It should be emphasized that the figures contained in these budgets are estimates; further information from the legislature, school district and other sources is needed before a final budget can be created. The following narrative provides further explanation for the budget categories:

Transportation. This is covered under state and federal regulations. In keeping with the MCCPS policy of allocating dollars as close to the student/classroom as possible, all other transportation will be provided on a fee/volunteer basis, with financial assistance available.

Supplies. Student classroom supplies, including textbooks, estimated at \$175.00 per student.

Computer and Materials. MCCPS has already received numerous donation commitments and will continue to aggressively pursue donations.

Equipment. First year equipment costs will be covered in the start-up budget. Additionally, we will continually seek donations of equipment to add to that which has already been donated.

Field Study. In keeping with the MCCPS policy of allocating dollars as close to the student/classroom as possible, all field study costs will be fee-based, with financial assistance available.

Personnel. Salaries are stated on a projected average basis. Actual salaries will vary. Salary increases have been projected to increase at an average rate of 4%.

Salaries - Teachers. MCCPS will employ six teachers the first year, three of whom will be SPED-certified, and eight teachers the second year, four of whom will be SPED-certified.

Salaries - Teaching Assistants. MCCPS will employ one half-time teaching assistant per grade.

Salaries - Office Manager. This person will perform clerical/receptionist/bookkeeping functions, and will perform basic first aid duties.

Salaries - Specialists. Half-time specialists in the fields of foreign languages, health, physical education, art, and music are covered under this heading. In the second year of the school's operation, some of these positions will become full-time and/or combined.

Salaries - Substitute Teachers. Estimated reserve for substitute teachers. It should be noted that the teaching principal will spend time in the classroom as well.

Fees - Professional Services. Estimated reserve for fees for nursing, Marblehead Community Counseling Center, and other specialized services engaged on an as-needed basis.

Benefits - Medical, Pensions. Estimated expenses related to permanent full-time employee benefits.

Benefits - Other. This includes stipends for responsibilities such as SPED administrators, volunteer coordinator, etc., and merit bonuses.

Staff Development. Estimate for workshops, training, etc., based on the role of staff as professionals.

Teacher Supplies. Discretionary budget of \$500 per teacher for classroom items.

Occupancy. These estimates are based on quotes for appropriate facilities. Staff, students, and volunteers will participate in daily upkeep of the building; heavy cleaning will be performed by an outside custodial service.

Office. In keeping with the MCCPS policy of allocating dollars as close to the student/classroom as possible, costs in this category will be kept to an absolute minimum.

Ending Fund Balance. It is the desire of the Trustees to allow for a small cushion for unforeseen expenditures.

The Marblehead Community Charter Public School will operate on the same fiscal year as the Town of Marblehead and Commonwealth of Massachusetts.

Included in the Projected Start-Up Budget on Page 51 is a \$10,000 refundable security deposit to be held in an interest-bearing account for a period of time yet to be determined.

PROJECTED OPERATING BUDGET

July 1, 1995 to June 30, 2000

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Tuition	724944	995632	1025552	1056352	1088032
Student Entitlements	0	0	0	0	0
Grants	0	0	0	0	0
TOTAL REVENUES	724944	995632	1025552	1056352	1088032
EXPENSES					
<i>Direct Student Costs</i>					
Transportation	0	0	0	0	0
Supplies	23100	31725	32679	33660	34670
Computers & Materials	10000	10300	10609	10927	11255
Equipment	0	7000	7210	7426	7649
Field Study (Activity Fee-Based)	0	0	0	0	0
Insurance Expense (Property, Liability)	12000	16481	16976	17486	18010
Total Direct Student Costs	45100	65506	67474	69500	71584
<i>Personnel:</i>					
Salaries - Teaching Principal	40000	41600	43264	44995	46794
Salaries - Teachers	240000	329614	339519	349716	360204
Salaries - Teaching Assistants	60000	82403	84880	87429	90051
Salaries - Office Manager	30000	41202	42440	43714	45025
Salaries - Specialists	80000	109871	113173	116572	120068
Salaries - Substitute Teachers	8000	10987	11317	11657	12007
Fees - Professional Services	5000	20000	20600	21218	21855
Benefits - Medical, Pensions	70000	96137	99026	102000	105059
Benefits - Other	20000	27468	28293	29143	30017
Staff Development	12500	17167	17683	18214	18761
Teacher's Supplies	3000	3090	3183	3278	3377
Total Personnel	568500	779539	803378	827936	853217
<i>Occupancy:</i>					
Rent	60000	74000	82000	90000	92000
Maintenance	4000	4120	4244	4371	4502
Custodial Services	10000	13734	14147	14571	15008
Utilities	20000	27468	28293	29143	30017
Total Occupancy	94000	119322	128684	138085	141527
<i>Office:</i>					
Supplies	5000	6867	7073	7286	7504
Equipment Rental & Maintenance	3600	4944	5093	5246	5403
Telephone & Communications	2500	3433	3537	3643	3752
Accounting & Payroll	250	343	354	364	375
Printing and Copying	1200	1648	1698	1749	1801
Postage & Shipping	1200	1648	1698	1749	1801
Total Office	13750	18883	19453	20037	20636
Total Expenses	721350	983250	1018988	1055557	1086965
EXCESS (DEFICIENCY)	3594	12382	6564	795	1067
BEGINNING FUND BALANCE	0	3594	15976	22540	23334
ENDING FUND BALANCE	3594	15976	22540	23334	24402
Projected Student Enrollment	132	176	176	176	176
Projected Per Pupil Expenditure	5492	5657	5827	6002	6182

PROJECTED START-UP BUDGET

December 1, 1994 to June 30, 1995

STAFF STIPENDS

Teachers	7,500
Teaching Principal	7,500
Support Staff	7,500

Subtotal Staff Stipends **22,500**

SUPPLIES AND EQUIPMENT

Telephone	1,200
Furniture/Equipment	26,400
Computers/Office Equipment	5,000
Textbooks	16,500

Subtotal Supplies and Equipment **49,100**

MARKETING AND DEVELOPMENT

Printing and Mailing	1,200
Advertising	1,000
Recruitment	6,000

Subtotal Marketing and Development **8,200**

PHYSICAL PLANT

Security Deposit*	10,000
Renovations	20,000
Rent	20,000
Utilities	1,500
Custodial	300

Subtotal Physical Plant **51,800**

INSURANCE

Directors/Officers	8,000
Other	1,000

Subtotal Insurance **9,000**

TOTAL PROJECTED START-UP EXPENSES **\$140,600**

19. Accountability

It is the responsibility of the Board of Trustees of the Marblehead Community Charter Public School to ensure full compliance with M.G.L. c.71, §89, including the portion relating to filing of an annual report:

Each charter school shall submit to the secretary, to each parent or guardian of its enrolled students, and to each parent or guardian contemplating enrollment in that charter school an annual report. The annual report shall be issued no later than August first of each year for the preceding school year. The annual report shall be in such form as may be prescribed by the secretary of education and shall include at least the following components:

- (a) discussion of progress made toward the achievement of the goals set forth in the charter;*
- (b) a financial statement setting forth by appropriate categories, the revenues and expenditures for the year just ended.*

The Board considers accountability to be central to the ultimate success of the mission of both this school and the charter school initiative. Therefore, assessment and accountability are integral components of all MCCPS endeavors, to be incorporated in the work of all students, staff, Board members, Stakeholders, and sub-committee members. The efforts of all individuals associated with the school will be documented in the Annual Report of the Marblehead Community Charter Public School. The teaching principal, together with the Board of Trustees, its Strategic Planning Committee, and the Hannah Center for Professional Development and Community Building, will oversee production of the Annual Report. This report, which will be widely disseminated throughout the school, town, and beyond, will provide documentation of MCCPS operations, along with its impact on the mission to foster systemic change within public education.

Members of the Board of Trustees believe that an essential component of accountability is open communication and participation. Currently sitting on the Board of Trustees of the school are a Selectman, two Finance Committee members, businesspeople, and parents. Members of the Board of Trustees will strive to maintain open lines of communication between the school and all segments of the town, including:

- presenting a report on the school's activities at Marblehead's Town Meeting in May of each year;
- appearing before the Marblehead Finance Committee quarterly, or as requested, and utilizing an MCCPS Board/Finance Committee member as a liaison between the two groups;
- appearing before the Marblehead Selectmen quarterly, or as requested, and utilizing

Marblehead Community Charter Public School

- the MCCPS Board member/Selectman as a liaison between the two groups;
- sending a representative to each Marblehead School Committee meeting;
- sending a representative to PTA meetings of each Marblehead Public School;
- sending representatives to and periodically appearing before other town boards and organizations such as Rotary and Council on Aging.

In addition, the Community Relations/Ombudsman Committee of the Board of Trustees will work to maintain the accessibility of the school at all times.

The Board of Trustees is committed to the effective use of taxpayer dollars. A series of checks and balances has been created to ensure that the school is accountable at all times for maintaining a balanced budget.

The teaching principal, together with the Board of Trustees and its Finance Committee, will be responsible for efficient fiscal management of the Marblehead Community Charter Public School. The Finance Committee, a sub-committee of the Board of Trustees, is charged with the following:

Review finances and expenses; oversee spending prioritization schedule; collaborate with district to determine finances between schools; advise on financial matters.

MCCPS will employ a full-time staff person who will perform all clerical and bookkeeping duties. The financial records of MCCPS will remain in the front office of the school and be available to the public at all times. Marblehead Town Accountant Bart Snow has volunteered personal time each week for reviewing the books to ensure accountability.

All school records, other than those concerning individual students, will be maintained in the same fashion as described above. Individual student records will be maintained separately in order to ensure privacy. Anyone requesting a student file will be required to log in, including their name, the date, the reason for removing the file, and documenting any action taken. Parents will have access to their child's file at any time.

The MCCPS administrative assistant, together with appropriate staff, Board members, and sub-committees, will maintain relevant records, with the teaching principal responsible for overseeing the process.

The Marblehead Community Charter Public School will comply with all state and federal regulations governing accountability.

20. Transportation

The Marblehead Community Charter Public School will be in full compliance with transportation regulations contained in M.G.L. c.71 §89, as well as all other state and federal regulations governing student transportation.

In keeping with MCCPS policy of allocating dollars as close to the student/classroom as possible, all other transportation, including field trips, athletics events, etc., will be provided on a fee-based and/or volunteer basis, with financial assistance available as needed.

21. Liability and Insurance

The Board of Trustees of the Marblehead Community Charter Public School will comply with all state and federal regulations governing public school liability and insurance requirements, including those contained in M.G.L. c.71 §89. When site location is finalized, the Board will submit to the Secretary of Education written documentation demonstrating compliance with these regulations, including inspections and reports by the Marblehead Building Inspector and the Marblehead Fire Department, approval under M.G.L. c.148 from the municipal licensing and authority for use of any explosives and flammable compounds or liquids in connection with courses taught at school, and compliance with all federal and state health and safety laws and regulations.

APPENDICES

**HANNAH CENTER FOR PROFESSIONAL
DEVELOPMENT AND COMMUNITY-BUILDING**

In March 1994, continuing her proud history of leading change, Marblehead earned the honor of receiving conditional approval to open one of the first of 25 charter schools. These schools, created within the Education Reform Act of 1993, have attracted national attention for their historic provisions for returning autonomy and responsibility for education directly to the hands of teachers, parents, students and taxpayers.

The Marblehead Community Charter Public School is founded on the belief that public schools are the cornerstone of the American dream. Thomas Jefferson wrote that education is the "bulwark of a free people against tyranny." The mission of the Marblehead Community Charter Public School, scheduled to open in September 1995, is

...to create a partnership between community members, teachers, parents, and students that will provide our early adolescents with the support necessary to reach their highest individual potential intellectually, socially, emotionally, and physically, so they are highly contributing members of a democratic society; and to provide an environment for examining, developing, and fostering the interrelatedness of the school as a learning community and the community as a learning environment.

Education means greater success for every child and greater prosperity for every community. Schools can't do it alone, but with parents, businesses, and the community as partners, we can make the difference. Investing in our children today promises many returns: stronger families, more productive businesses, more active citizens, and the list goes on. As a first step, let's stop pointing fingers and join hands.

Weston L. Bonney, Former Chairman,
People's Heritage Financial Group

The underlying belief of the Marblehead Community Charter Public School is that the foundation of excellence is built upon communication, collaboration, training, and the creation of community and connection among all peoples. The Planning Committee has created *The Hannah Center for Professional Development and Community-Building* as the means to build on this foundation. The Hannah Center will provide the means to fulfill the mission of the Marblehead Community Charter Public School, including ensuring that its successes are carried forward through all other public schools in Marblehead.

Among the goals of the Hannah Center are to:

- Develop collaborations with universities and colleges
- Create a consortium arrangement with other school districts to coordinate efforts, gaining expertise and saving taxpayer dollars
- Act as a professional center for continuous teacher training
- Host a yearly symposium on education issues, including reform, attracting professionals from across the country
- Host a speaker series
- Host forums where teachers from Marblehead and beyond can gather together to share information, collaborate and mentor one another
- Host forums for principals from Marblehead and beyond to gather together to share information, collaborate and mentor one another
- Host forums for Board members of all public schools within Marblehead to assist them in working together in the best interests of all the children
- Create an endowment for professional development, including mentoring and learning sabbatical opportunities for school staff
- Host regular forums and workshops for parents to gather to discuss, learn about and mentor each other on issues relating to family and community
- Create a means for distributing and publishing the works of Marblehead students

- Coordinate community service learning efforts
- Act as a clearinghouse for information about education and education reform by: working with Abbot Public Library to create a section containing books, regularly updated articles, and other materials on education-related issues; and by regularly disseminating information around town
- Act as the liaison between the Marblehead Public Schools and the Marblehead Community Charter Public School to ensure ongoing collaboration and collegiality
- Coordinate with other Marblehead volunteer organizations, cultural institutions, town boards and employees, businesses, and citizens to augment formal learning as well as to implement the before and after-school programs of the Marblehead Community Charter Public School, bringing to our children Marblehead's tradition of craftsmanship and maritime industry, the history and heritage of Marblehead, and the arts, including artist-in-residence and writer-in-residence programs
- Aggressively seek sources of outside funding for our schools
- Collaborate with professionals in the field of community-building and connectedness
- Create an E-mail open forum to act as a community bulletin board for the exchange of ideas and opinions, and as a place to coordinate efforts.

The Hannah Center will actively pursue outside sources of funding to fulfill its mission.

I believe that every school should be an excellent school. We must work together to ensure that no school and no child is forgotten in the restructuring that has to take place.

Donna Marcus

INCORPORATION DOCUMENTS

The Commonwealth of Massachusetts

OFFICE OF THE MASSACHUSETTS SECRETARY OF STATE
MICHAEL J. CONNOLLY, Secretary
ONE ASHBURTON PLACE, BOSTON, MASSACHUSETTS 02108

ARTICLES OF ORGANIZATION

(Under G.L. Ch. 180)

ARTICLE I

The name of the corporation is:

Marblehead Community Charter Public School, Inc.

ARTICLE II

The purpose of the corporation is to engage in the following activities:

The purpose of the corporation is to apply for and obtain a charter and all other approvals necessary to develop and operate a charter school pursuant to Massachusetts General Laws c. 71, Section 89, as the same may be amended from time to time, and to conduct such other activities and programs in furtherance of the foregoing purposes as may be carried out by a corporation organized under Massachusetts General Laws Chapter 180 and described in Section 501(c)(3) of the Internal Revenue Code.

94-217626

C ☐
P ☒
M ☐
R.A. ☐

Note: If the space provided under any article or item on this form is insufficient, additions shall be set forth on separate 8½ x 11 sheets of paper leaving a left hand margin of at least 1 inch. Additions to more than one article may be continued on a single sheet so long as each article requiring each such addition is clearly indicated.

P.C.

ARTICLE III

If the corporation has one or more classes of members, the designation of such classes, the manner of election or appointments, the duration of membership and the qualification and rights, including voting rights, of the members of each class, may be set forth in the by-laws of the corporation or may be set forth below:

N/A

ARTICLE IV

- Other lawful provisions, if any, for the conduct and regulation of the business and affairs of the corporation, for its voluntary dissolution, or for limiting, defining, or regulating the powers of the corporation, or of its directors or members, or of any class of members, are as follows:

See attached Continuation Sheet 4A

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- If there are no provisions, state "None".

Note: The preceding four (4) articles are considered to be permanent and may ONLY be changed by filing appropriate Articles of Amendment.

CONTINUATION SHEET 4A

4. Other lawful provisions, if any, for the conduct and regulation of the business and affairs of the Corporation, for its voluntary dissolution, or for limiting, defining or regulating the power of the Corporation, or of its directors, officers or members, are as follows:

(a) In addition to the powers granted to the Corporation by Massachusetts General Laws, Chapter 180, the Corporation shall have and may exercise in furtherance of its corporate purposes each of the powers specified in Sections 9A and 9B of Massachusetts General Laws, Chapter 156B, and, if a charter is granted pursuant to Massachusetts General Laws Chapter 71, Section 89, such other powers as a charter school may have pursuant to Massachusetts General Laws Chapter 71, Section 89, as all of the same may be amended from time to time.

(b) The trustees may make, amend or repeal the by-laws in whole or in part, except with respect to any provision thereof which by law or the by-laws requires action by members, if any.

(c) Notwithstanding anything else herein provided, the Corporation is organized and shall be operated exclusively for educational, charitable or literary purposes, as said terms have been and shall be defined pursuant to sections 170(c) and 501(c)(3) of the Internal Revenue Code. All powers of this Corporation shall be exercised only in such manner as will assure the operation of this Corporation exclusively for said educational, charitable or literary purposes, as so defined, it being the intention that this Corporation shall be exempt from federal income tax and that contributions to it shall be deductible pursuant to said sections of said Code, and all purposes and powers herein shall be interpreted and exercised consistently with this intention.

(d) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to its members, directors, officers, private shareholders or individuals, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered and to make payments and distributions in furtherance of the Corporation's purposes set forth in Article 2 of these Articles of Organization. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Internal Revenue Code), and the Corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

(e) Except as may be otherwise required by law, the Corporation may at any time authorize a petition for its dissolution to be filed with the Supreme Judicial Court of the Commonwealth of Massachusetts pursuant to Section 11A of Chapter 180 of the Massachusetts General Laws by the affirmative vote of a majority of the Trustees of the Corporation then in office; provided, however, that in the event of any liquidation, dissolution, termination, or winding up of the Corporation (whether voluntary, involuntary or by operation of law), the property or assets of the Corporation remaining after providing for the payment of its debts and obligations shall be conveyed, transferred, distributed, and set over in accordance with Section 11A of Chapter 180 of the Massachusetts General Laws or to such other educational, charitable or literary institutions or organizations, created and organized for nonprofit purposes similar to those of the Corporation, which qualify as exempt from income tax under section 501(c)(3) of the Internal Revenue Code, as a majority of the total number of the trustees of the Corporation may by vote designate and in such proportions and in such manner as may be determined in such vote; provided, further, that

the Corporation's property may be applied to charitable to educational purposes in accordance with the doctrine of *cy pres* in all respects as a court having jurisdiction in the premises may direct.

(f) No officer or trustee shall be personally liable to the Corporation for monetary damages for any breach of fiduciary duty by such officer or trustee as an officer or trustee notwithstanding any provision of law imposing such liability, except that, to the extent provided by applicable law, this provision shall not eliminate or limit the liability of an officer or trustee (i) for breach of the officer's or trustee's duty of loyalty to the Corporation (ii) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law, or (iii) for any transaction from which the officer or trustee derived an improper personal benefit. No amendment or repeal of this provisions shall deprive an officer or trustee of the benefits hereof with respect to any act or omission occurring prior to such amendment or repeal.

(g) If and so long as the Corporation is a private foundation (as that term is defined in Section 509 of the Code), then notwithstanding any other provisions of these Articles of Organization or the By-laws of the Corporation, the following provisions shall apply:

(i) the income of the Corporation for each taxable year shall be distributed at such time and in such manner as not to subject the Corporation to the tax on undistributed income imposed by Section 4942 of the Code; and

(ii) the Corporation shall not engage in any act of self-dealing (as defined in Section 4941(d) of the Code), nor retain any excess business holdings (as defined in Section 4943(c) of the Code), nor make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Code, nor make any taxable expenditures (as defined in Section 4945(d) of the Code).

(h) The Corporation may establish reasonable standards as a condition for eligibility for applicants, but in no event shall the Corporation discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, income, culture or religion in the administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school-administered programs. Persons of any race, color national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, income, culture or religion shall be entitled to all the rights, privileges, programs and activities generally accorded or made available to participants in the Corporation and its programs and activities.

(i) Meetings of the trustees of the Corporation may be held anywhere in the United States.

(j) Except as otherwise required by law, the Corporation may, at any time, by the affirmative vote of two-thirds of the total number of trustees of the Corporation, sell, lease, exchange or otherwise dispose of all or substantially all of its property and assets upon such terms and conditions as it deems expedient, except that no such vote shall be required if such action does not involve or will not result in a material change in the nature of the activities conducted by the Corporation; provided, however, that to the extent the Corporation constitutes a public charity, the Corporation shall, if the sale, lease, exchange or other disposition of all or substantially all of its property and assets involves or will result in a material change in the nature of the activities conducted by the Corporation, provide no less than thirty days advance written notice to the Attorney General of such sale, lease, exchange or other disposition.

ARTICLE V
trustees

y-laws of the corporation have been duly adopted and the initial directors, president, treasurer and clerk or other presiding, financial or recording officers, whose names are set out below, have been duly elected.

ARTICLE VI

The effective date of organization of the corporation shall be the date of filing with the Secretary of the Commonwealth or if a later date is desired, specify date, not more than 30 days after date of filing).

The information contained in ARTICLE VII is NOT a PERMANENT part of the Articles of Organization and may be changed ONLY by filing the appropriate form provided therefor.

ARTICLE VII

a. The street address of the corporation IN MASSACHUSETTS is: (post office boxes are not acceptable)

✓ 8 DOAKS Lane, Marblehead MA. 01945

b. The name, residence and post office address of each of the initial directors and following officers of the corporation are as follows:

	NAME	RESIDENCE	POST OFFICE ADDRESS
President:	Karen Byars Corcoran	13 Doaks Lane,	Marblehead, Massachusetts 01945
Treasurer:	Beth E. Grader	84 Beacon Street,	Marblehead, Massachusetts 01945
Clerk:	Dennis P. Crimmins	33 Lee Street,	Marblehead, Massachusetts 01945

trustees

~~Directors:~~ (or officers having the powers of directors).

NAME	RESIDENCE	POST OFFICE ADDRESS
Susan Rundle	46 Cloutman's Lane,	Marblehead, Massachusetts 01945
Karen Corcoran	13 Doaks Lane,	Marblehead, Massachusetts 01945
Mary Altschuler	14 Linden Street,	Marblehead, Massachusetts 01945
Charles Grader	11 Highland Terrace,	Marblehead, Massachusetts 01945
Patricia Moody	25 Beverly Avenue,	Marblehead, Massachusetts 01945
Jeff Coolidge	18 Orne Street,	Marblehead, Massachusetts 01945

c. The fiscal year of the corporation shall end on the last day of the month of:

June

d. The name and BUSINESS address of the RESIDENT AGENT of the corporation, if any, is:

N/A

I/We the below-signed INCORPORATORS do hereby certify under the pains and penalties of perjury that I/We have not been convicted of any crimes relating to alcohol or gaming within the past ten years. I/We do hereby further certify that to the best of my/our knowledge the above-named principal officers have not been similarly convicted. If so convicted, explain.

IN WITNESS WHEREOF and under the pains and penalties of perjury, I/WE, whose signature(s) appear below as incorporator(s) and whose names and business or residential address(es) ARE CLEARLY TYPED OR PRINTED beneath each signature do hereby associate with the intention of forming this corporation under the provisions of General Laws Chapter 180 and do hereby sign these Articles of Organization as incorporator(s) this 29th day of July 1994


Dennis P. Crimmins

33 Lee Street
Marblehead, Massachusetts 01945

NOTE: If an already-existing corporation is acting as incorporator, type in the exact name of the corporation, the state or other jurisdiction where it was incorporated, the name of the person signing on behalf of said corporation and the title he/she holds or other authority by which such action is taken.

THE COMMONWEALTH OF MASSACHUSETTS

ARTICLES OF ORGANIZATION

GENERAL LAWS, CHAPTER 180

1991 AUG -5 AM 11:51
RECEIVED
CORPORATION DIVISION

I hereby certify that, upon an examination of the within-written articles of organization, duly submitted to me, it appears that the provisions of the General Laws relative to the organization of corporations have been complied with, and I hereby approve said articles; and the filing fee in the amount of \$35.00 having been paid, said articles are deemed to have been filed with me this

day of

AUGUST

5TH

1994

Effective date



MICHAEL J. CONNOLLY

Secretary of State

A PHOTOCOPY OF THESE ARTICLES OF ORGANIZATION SHALL BE
RETURNED

Dennis P. Crimmins, Esq.

TO: Peckham, Lobel, Casey, Prince & Tye585 Commercial StreetBoston, Massachusetts 02109Telephone: (617) 367-2202

MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL, INC.

Consent of Incorporator

As of August 8, 1994

The undersigned, being the sole incorporator of Marblehead Community Charter Public School, Inc., a corporation (the "Corporation"), hereby adopts the following votes and agrees that said votes shall have the same effect as if duly adopted at a meeting of the incorporator held for the purpose:

VOTED: That the proposed Articles of Organization of the Corporation appended to this Consent be, and they hereby are, approved, and that said Articles, after execution by the Incorporator, be submitted to the Secretary of the Commonwealth for approval and filing.

VOTED: That the form of By-Laws appended to this Consent be, and they hereby are, adopted and approved as interim by-laws until amended, revised or restated by the Successor Board of Trustees (as provision is made in the By-Laws).

VOTED: That the following persons be, and they hereby are, elected as Trustees of the Corporation, to serve until the election of the Successor Board of Trustees as provided in the By-Laws:

Susan Rundle
Karen Corcoran
Mary Altschuler
Charles Grader
Patricia Moody
Jeff Coolidge

VOTED: That the following persons be, and they hereby are, elected to the indicated offices of the Corporation, to serve until the Successor Board of Trustees conducts its first meeting in accordance with the By-laws or until their respective successors are elected and qualified, whichever occurs later:

President: Karen Byars Corcoran
Treasurer: Beth E. Grader
Clerk: Dennis P. Crimmins

VOTED: That the Clerk of the Corporation is hereby directed to file this Consent with the records of the Corporation.

EXECUTED as of the date set forth above.


Dennis P. Crimmins

MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL, INC.

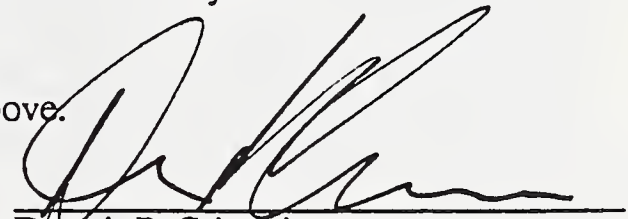
CLERK'S CERTIFICATE

As of August 31, 1994

The undersigned, being the Clerk of Marblehead Community Charter Public School, Inc., a corporation (the "Corporation"), hereby certifies that the following, by vote of the members on August 29, 1994 and August 30, 1994 were elected as the Successor Board of Trustees, as that term is defined in the Corporation's By-Laws, to the term of office indicated:

NAME	Term
Karen Corcoran	3 years
Charles Grader	3 years
William Woodfin, III	3 years
Ben Wittner	2 years
Patricia Moody	2 years
Jeff Coolidge	2 years
Ann Steadman	1 year
Mark Livermore	1 year
Phillip Cardwell	1 year

EXECUTED as of the date set forth above.


Dennis P. Crimmins

BY-LAWS

MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL, INC.

SECTION 1

General Provisions

- 1.1 Articles of Organization. The name and purposes of the Corporation shall be as set forth in its Articles of Organization. The Articles of Organization are hereby made a part of these By-Laws, and the powers of the Corporation and of its trustees and officers and all matters concerning the conduct and regulation of the affairs of the Corporation, shall be subject to such provisions in regard thereto, if any, as are set forth in the Articles of Organization. In the event of any inconsistency between the Articles of Organization and these By-Laws, the Articles of Organization shall be controlling. All references in these By-Laws to the Articles of Organization shall be construed to mean the Articles of Organization as from time to time amended.
- 1.2 Location. The principal office of the Corporation shall initially be located at the place set forth in the Articles of Organization of the Corporation. The trustees may change the location of the principal office in The Commonwealth of Massachusetts; provided, however, that no such change shall be effective until a certificate of change or an annual report is filed with the Secretary of The Commonwealth of Massachusetts specifying the street address of the new principal office of the Corporation in The Commonwealth of Massachusetts. The trustees may establish other offices and places of business in Massachusetts or elsewhere.
- 1.3 Fiscal Year. Except as from time to time otherwise determined by the trustees of the Corporation, the fiscal year of the Corporation shall end on the last day of June in each year.
- 1.4 Members. Until the Successor Board of Trustees (as defined hereinafter) is elected and amends, repeals or restates these By-Laws, the members of the corporation shall be persons who have worked on committees preparing the Corporations application to the Commonwealth of Massachusetts for approval of the Corporation to operate a Charter School under Chapter 71 of the Massachusetts General Laws, persons named as Trustees in the Articles of Incorporation filed with the Secretary of the Commonwealth of Massachusetts, and persons who signed the initial application to the Secretary of Education for approval of a Charter School for the Town of Marblehead, Massachusetts. The Successor Board of Trustees shall have authority to act to amend or restate these By-Laws without any approval or ratification by the members. Upon the election of the Successor Board of Trustees, there shall be no

members of the Corporation, except as the Successor Board of Trustees shall make provision otherwise in an amendment or restatement of these By-Laws.

- 1.5 Corporate Seal. The common corporate seal is, and until otherwise ordered and directed by the board of trustees shall be, an impression on paper bearing the name of the Corporation, the date "1994" and such other device or inscription as the board of trustees may determine.

SECTION 2

Trustees

- 2.1 Powers. A board of trustees shall manage the affairs of the Corporation and shall have and may exercise all the powers of the Corporation, except as otherwise provided by law, by the Articles of Organization or by these By-Laws.
- 2.2 Number and Election. The initial trustees (the "Interim Board of Trustees") shall be those named in the Articles of Incorporation. Within sixty (60) days of the filing of the Articles of Incorporation, the Interim Board of Trustees shall cause an election to be held by the members for purposes of determining the persons to be named to a successor board of trustees (the "Successor Board of Trustees.") The candidates for such election may be nominated by any member and from the list of nominees, nine members of the Successor Board of Trustees shall be elected by the votes of the members. The Interim Board of Trustees shall determine and promulgate the procedure for such nomination and election. After the initial election of the Successor Board of Trustees, the Trustees at their annual meeting shall fix the number of trustees, which number shall be no less than nine (9) or (without appropriate action by both the Successor Board of Trustees and approval thereof by the Executive Office of Education) more than thirteen (13), and shall elect the number of trustees so fixed. All trustees shall hold office until the next annual meeting of the board of trustees or special meeting in lieu thereof, and thereafter until their respective successors are chosen and qualified. Trustees may be re-elected to successive terms and may serve as one or more officers. Subject to the foregoing, at any special or regular meeting the trustees may by an affirmative vote of a majority of trustees then in office increase the number of trustees and elect new trustees to complete the number so fixed, or they may by a similar vote decrease the number of trustees, but only to eliminate vacancies existing by reason of death, resignation, removal or disqualification of one or more trustees. The trustees may by an affirmative vote of a majority of trustees then in office fill any vacancy in the board and may exercise all their powers notwithstanding any vacancy or vacancies in their number.
- 2.3 Resignation and Removal. Any trustee may resign by delivering a written resignation to the president or the clerk or to the Corporation at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. Any trustee may be removed from office with or without cause by an affirmative vote of two-thirds of the trustees then in office. A trustee may be removed for cause only after reasonable notice and an opportunity to be heard by the board of trustees. Notwithstanding the foregoing, the Interim Board of Trustees shall be deemed to have resigned upon the first meeting of the Successor Board of Trustees, without the necessity of further action by any officer or trustee.
- 2.4 Annual Meeting. The trustees shall meet annually on the first Monday in June at 10:00 A.M. at the principal office of the Corporation, or on such other date within six (6) months following the last day of the fiscal year, at such place, within or without The Commonwealth of Massachusetts, and at such time as the board of trustees shall determine, except that such date shall not be a legal holiday. If such annual meeting is omitted on the day herein provided therefor, a special meeting may be held in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. Notice of the annual meeting setting forth the date, time, and

place of any such meeting shall be mailed to all trustees at the trustees' usual or last known business or home address not less than seven (7) days prior to the date of the annual meeting.

- 2.5 Regular Meetings. Regular meetings of the trustees may be held without call or notice at such places and times as the trustees may from time to time determine; provided, however, that any trustee who is absent when such determination is made shall be given notice as provided in Section 2.7 of these By-Laws.
- 2.6 Special Meetings. Special meetings of the trustees may be held at any time and place when called by the chairperson of the board, if any, the president or by two or more trustees. Notice of any special meeting shall be given as provided in Section 2.7 of these By-Laws.
- 2.7 Notice of Meetings. Notice of the date, time and place of all regular and special meetings of the trustees shall be given to each trustee by the clerk or, in case of the death, absence, incapacity or refusal of the clerk, by the officer or one of the trustees calling the meeting. Such notice shall be given to each trustee in person or by telephone, telegram or facsimile transmission sent to such trustee's usual or last known business or home address at least twenty-four (24) hours in advance of the meeting, or by mail addressed to such business or home address and postmarked at least forty eight (48) hours in advance of the meeting, unless shorter notice is adequate under the circumstances. Except as required by law, notice of any meeting of trustees need not be given: (i) to any trustees who, either before or after the meeting, delivers a written waiver of notice, executed by the trustee (or the trustee's attorney thereunto authorized), which is filed with the records of the meeting; or (ii) to any trustee who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice. Except as otherwise required by law, the Articles of Organization, or these By-Laws, a notice or waiver of notice need not specify the purpose of any regular or special meeting unless such purpose is (i) the amendment or repeal of any provision of the Articles of Organization or these By-Laws or (ii) the removal of a trustee or an officer. In addition to the foregoing requirements, from and after the date that the Corporation receives approval to operate a Charter School under Chapter 71 of the Massachusetts General Laws, all meetings of the trustees, (whether such meetings are annual, regular or special meetings), shall be conducted as public meetings subject to the provisions of laws of general applicability to such meetings, including Massachusetts General Laws, Chapter 39, Sections 23A and 23B
- 2.8 Action at Meetings. A majority of the trustees then in office shall constitute a quorum, but a lesser number may, without further notice, adjourn the meeting to any other time. At any meeting of trustees at which a quorum is present, the vote of a majority of those trustees present shall decide any matter unless the Articles of Organization, these By-Laws or any applicable law requires a different vote.
- 2.9 Action By Written Consent Any action by the trustees or any committee may be taken without a meeting if a written consent thereto is signed by all the trustees or all the members of the applicable committee and filed with the records of the meetings of the trustees. Any such written consent shall be treated for all purposes as a vote at a meeting.
- 2.10 Chairperson of the Board. The trustees may elect a chairperson of the board of trustees. The chairperson shall preside at all meetings of the trustees except as the trustees shall otherwise determine, and shall have such other powers and duties as the trustees may determine.
- 2.11 Committees. The trustees may elect or appoint from their own number an Executive Committee, and may elect such other committees (which may include individuals who are not trustees of the Corporation) as they may from time to time determine necessary or advisable, and may delegate, to the extent permitted by law, the Articles of Organization or these By-Laws, such powers and duties thereto as they may deem advisable; provided, however, that any committee to which the powers of the trustees are delegated shall consist solely of trustees. Unless the trustees otherwise determine, the Executive Committee, if elected or appointed, shall have the power to act on all matters requiring prompt action between meetings of the trustees except such matters as are specified in Section 55 of Chapter 156B of the Massachusetts General Laws. If an Executive Committee is elected or appointed, any trustee serving as chairperson of the board shall be a member of the Executive Committee. At any meeting of a committee a quorum for the

transaction of all business properly before the meeting shall consist of a majority of the elected members of such committee. Any Committee may, subject to the approval of the board of trustees, make further rules for the conduct of its business. However, unless otherwise provided by vote of the board of trustees or by rules established by the board of trustees, the business of any committee shall be conducted as nearly as may be in the same manner as is provided in these By-Laws for the board of trustees. The members of any committee shall serve on such committee at the pleasure of the trustees.

- 2.12 Friends of the Corporation. The trustees may designate certain persons or groups of persons as sponsors, benefactors, contributors, advisors, members of an advisory board or friends of the Corporation or such other title as they shall deem appropriate. Such persons shall serve in an honorary capacity and, except as the trustees may otherwise designate, shall in such capacity have no right to notice of or to vote at any meeting, or to consent to any action taken by or on behalf of the Corporation, shall not be considered for purposes of establishing a quorum and shall have no other rights or responsibilities.

SECTION 3

Officers

- 3.1 Officers and Agents. The officers of the Corporation shall consist of a president, a treasurer, a clerk, an assistant clerk and such other officers as the trustees may determine from time to time. The Corporation may also have such agents, if any, as the trustees may appoint. The president shall be a trustee, any other officer may but need not be a trustee. An individual may hold more than one office. If required by the trustees, an officer shall give the Corporation a bond for the faithful performance of his or her duties in such amount and with such surety or sureties as shall be satisfactory to the board of trustees.
- 3.2 Election and Tenure. The president, treasurer and clerk shall be elected annually by the trustees. Any other officers determined necessary or desirable by the trustees may be elected by the trustees at any time. Except as otherwise provided by law, the Articles of Organization or these By-Laws, all officers shall hold office until the annual meeting of the trustees or the special meeting held in place thereof, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in the vote electing or appointing them. If the office of president, treasurer or clerk becomes vacant, the trustees shall elect a successor; if any other office becomes vacant, the trustees may elect a successor. Each such successor shall hold office for the unexpired term and in the case of the president, treasurer and clerk until a successor is chosen and qualified, or in each case until the officer sooner dies, resigns, is removed or becomes disqualified.
- 3.3 Resignation and Removal and Removal. Any officer may resign by delivering a written resignation to the president or clerk or to the Corporation at its principal office and such resignation shall be effective upon receipt, unless it is specified to be effective at some later time. The trustees may remove any officer, with or without cause, by a vote of a majority of the trustees then in office. An officer may be removed for cause only after reasonable notice and an opportunity to be heard by the board of trustees.
- 3.4 President and Vice President. The president shall be the chief executive officer of the Corporation and, subject to the direction and control of the board of trustees, shall have general charge of the affairs of the Corporation. If no chairperson of the board is elected, the president shall, subject to the direction and control of the board of trustees, preside when present at all meetings of the trustees. The president shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the trustees. Any vice-president shall have such powers as the trustees may from time to time designate.

- 3.5 Treasurer and Assistant Treasurer. The treasurer shall be the chief financial officer and chief accounting officer of the Corporation and, subject to the direction and control of the board of trustees, shall have general charge of the financial affairs of the Corporation, shall keep full and accurate books of account and shall maintain custody of all funds, securities and valuable documents of the Corporation. The treasurer shall prepare or oversee all filings required by the Commonwealth of Massachusetts, the Internal Revenue Service and any other governmental agency. The treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By Laws or by the trustees. Any assistant treasurer shall have such powers as the trustees may from time to time designate.
- 3.6 Clerk and Assistant Clerk. The clerk shall record and maintain records of all proceedings of the trustees in a book or series of books kept for that purpose and shall give such notices of meetings of trustees as are required by these By-Laws. The clerk shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the trustees. The clerk shall be a resident of the Commonwealth of Massachusetts, unless the Corporation shall appoint a resident agent for the service of process. In the absence of the clerk from any meeting of directors, a temporary clerk designated by the person presiding at the meeting shall perform the duties of the clerk. Any assistant clerk shall have such powers as the trustees may from time to time designate.
- 3.7 Other Officers: Resident Agent. Other officers shall have such duties and powers as may be designated from time to time by the trustees. The Corporation may by a vote of a majority of the trustees appoint a resident agent as its true and lawful attorney upon whom all lawful processes in any action or proceeding against the Corporation may be served. Such appointment shall become effective only upon the filing in the office of the Secretary of State of a certificate, signed under the penalties of perjury by the clerk of the Corporation, setting forth the name and business address of the resident agent within the Commonwealth and a copy of the vote of the board of trustees appointing the resident agent as such.

SECTION 4

Compensation and Personal Liability

- 4.1 Compensation. No trustee or officer shall receive any compensation for services rendered as a trustee or officer. Notwithstanding the foregoing, any trustee or officer may receive reasonable compensation for services rendered as an employee of the Corporation, and any trustee or officer may, if authorized by the President or the Board of Directors, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the trustee or officer in the performance of duties as a trustee or officer.
- 4.2 No Personal Liability. The trustees and officers of the Corporation shall not be personally liable for any debt, liability or obligation of the Corporation. All persons, corporations or other entities extending credit to, contracting with, or having any claim against, the Corporation, may look only to the funds and property of the Corporation for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the Corporation.

SECTION 5

Indemnification

- 5.1 Liability. The Corporation shall, to the extent legally permissible and only to the extent that the status of the Corporation as exempt from federal income taxation under Section 501(c)(3) of the Code is not

affected thereby, indemnify each person who may serve or who has served at any time as a trustee, president, treasurer, clerk or other officer of the Corporation, each person who may serve or who has served at the request of the Corporation as a trustee, officer, employee or other agent of another organization and each person who may serve or has served at its request in a capacity with respect to any employee benefit plan (collectively, "indemnified officers" or individually, an "indemnified officer"), against all expenses and liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (a "proceeding") in which an indemnified officer may become involved by reason of serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless a majority of the full board of trustees authorized the proceeding); *provided, however*, that no indemnification shall be provided to such indemnified Officer with respect to any matter as to which such indemnified officer shall have been finally adjudicated in any proceeding (i) to have breached the indemnified officer's duty of loyalty to the Corporation, (ii) not to have acted in good faith in the reasonable belief that such indemnified officer's action was in the best interest of the Corporation, (iii) to have engaged in intentional misconduct or a knowing violation of law, or (iv) to have engaged in any transaction from which the indemnified officer derived an improper personal benefit; *and further provided*, that any compromise or settlement payment shall be approved by the Corporation in the same manner as provided below for the authorization of indemnification. Any person who at the request of the Corporation may serve or has served another organization or an employee benefit plan in one or more of the foregoing capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interest of such other organization or in the best interest of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the Corporation.

5.2 Advances: Repayment. Such indemnification may, to the extent authorized by the board of trustees of the Corporation, include payment by the Corporation of expenses, including attorneys' fees, reasonably incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the Indemnified officer to repay such payment if not entitled to indemnification under this Section which undertaking may be accepted without regard to the financial ability of such indemnified officer to make repayment.

5.3 Authorization. The payment of any indemnification or advance shall be conclusively deemed authorized by the Corporation under this Section, and each trustee and officer of the Corporation approving such payment shall be wholly protected, if:

- (i) the payment has been approved or ratified (1) by a majority vote of the trustees who are not at that time parties to the proceeding or (2) by a majority vote of a committee of two or more trustees who are not at that time parties to the proceeding and are selected for this purpose by the full board (in which selection trustees who are parties may participate); or
- (ii) the action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to the Corporation) appointed for the purpose by vote of the trustees in the manner specified in clauses (1) or (2) of subparagraph (i) or, if that manner is not possible, appointed by a majority of the trustees then in office; or
- (iii) the trustees have otherwise acted in accordance with the standard of conduct applied to trustees under Chapter 180 of the Massachusetts General Laws, as amended from time to time; or
- (iv) a court having jurisdiction shall have approved the payment.

5.4 Heirs, Executors and Administrators. The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of any indemnified officer entitled to indemnification hereunder.

5.5 Non-Exclusive Right. The right of indemnification under this Section shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section shall

affect any rights to indemnification to which the Corporation, employees, agents, trustees, officers and other persons may be entitled by contract or otherwise under law.

- 5.6 Adverse Amendments. No amendment or repeal of the provisions of this Section which adversely affects the right of an Indemnified Officer under this Section shall apply to that Indemnified Officer with respect to the acts or omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or were made with the written consent of such indemnified officer.
- 5.7 Employees and Agents. To the extent legally permissible and only to the extent that the status of the Corporation as exempt from federal income taxation under Section 501(c)(3) of the Code is not affected thereby, the Corporation may indemnify any employee or agent of the Corporation to the extent authorized by the board of trustees by an affirmative vote of a majority of the trustees entitled to vote. The foregoing provisions of this Section 5 shall apply to any indemnification of any employee or agent under this Section 5.7.

SECTION 6

Provisions Relative to Transactions with Interested Persons.

The Corporation shall not enter any contract or transact any business in which any part of the assets or net earnings, if any, of the Corporation shall inure to the benefit of, or be distributable to, any trustee or officer of the Corporation or other private individual, except that the Corporation may pay reasonable compensation for services rendered and may make payments and distributions in furtherance of its purposes as set forth in Article II of the Articles of Organization. The Corporation may, however, enter into contracts and transact business with one or more of its trustees or officers or with any corporation, organization or other concern in which one or more of its trustees or officers are trustees, officers, stockholders, partners or otherwise interested; and, in the absence of fraud, no such contract or transaction shall be invalidated or in any way affected by the fact that such trustees or officers of the Corporation have or may have interests which are or might be adverse to the interest of the Corporation even though the vote or action of trustees or officers having such adverse interest may have been necessary to obligate the Corporation upon such contract or transaction. In the absence of fraud, no trustee or officer of the Corporation having such adverse interest shall be liable to the Corporation or to any creditor thereof or to any other person for loss incurred by it under or by reason of such contract or transaction, nor shall any such trustee or officer be accountable for any gains or profits realized thereon.

SECTION 7

Miscellaneous Provisions

- 7.1 Execution of Instruments. All contracts, deeds, leases, bonds, notes, checks, drafts and other instruments authorized to be executed, by an officer of the Corporation on its behalf shall be signed by the president or the treasurer except as the trustees may generally or in particular cases otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of the Corporation by the president and the treasurer, who may be one and the same person, shall be binding on the Corporation in favor of a purchaser or other person relying in good faith on such instrument notwithstanding any inconsistent provisions of the Articles of Organization, By-Laws, resolutions or votes of the Corporation.

7.2 Voting of Securities. Except as the board of trustees may otherwise designate, the president or treasurer may waive notice of, and appoint any person or persons (with or without power of substitution) to act as proxy or attorney in fact for this Corporation, at any meeting of members of any corporation without capital stock, or any meeting of stockholders of any other corporation the securities of which may be held by the Corporation.

7.3 Corporate Records. The records of all meetings of incorporators and trustees, the names and addresses of the trustees and officers of the Corporation, and the originals or attested copies of the Articles of Organization and the By-Laws of the Corporation shall be kept in Massachusetts at the principal office of the Corporation or of the clerk, but such corporate records need not all be kept in the same office.

7.4 Guarantees and Suretyships. The Corporation shall make no contracts of guarantee or suretyship.

SECTION 8.

Dissolution.

The Corporation may be dissolved in accordance with the Articles of Organization .

SECTION 9.

Amendments.

The By-Laws may be altered, amended or repealed, or new by-laws may be adopted, by an affirmative vote of a majority of trustees then in office, at any annual meeting of the trustees or special meeting of the trustees; provided, *however*, that notice shall be given in the notice of the meeting that an alteration, amendment or repeal of the By Laws will be proposed , or that new by-laws may be adopted. Notwithstanding anything to the contrary herein, the Successor Board of Trustees shall be authorized to adopt such amendments, modifications or repeals of the By-Laws as they shall, by majority of trustees in office, determine to be appropriate, without the necessity of consent, ratification or approval of the members of the Corporation.

BOARD OF TRUSTEES

Phillip R. Cardwell
43 Pond Street
Marblehead, Massachusetts
(617) 631-9228

Summary General manager/product development manager blending 24 years of experience building and managing new businesses along with extensive background in computer systems development, technical consulting, project management and technical sales.

- Selected Achievements**
- Bottom line responsibility for software products marketed to the United States financial community.
 - Developed the business plan, secured internal resources and launched a software product for the international financial community. This product is currently operational in Europe, Latin America, and the United States.
 - Eighteen years direct experience designing and implementing real-time and batch software systems in diverse environments - UNIX, PC LAN, mainframe, and combinations. Fluent in numerous programming languages, operating systems, and database management systems.
 - Designed and managed application developing BellSouth's on-line service order entry system supporting interactive use by 1200 service representatives in four states.

Experience:

1990 - Present MAJOR FINANCIAL SERVICES COMPANY

General Manager, Product Development Manager

Currently responsible for an international sales organization, an international customer support organization, and a programming organization for software/networking products serving clients in North America, South America and Europe. Products improve securities settlement process for brokerage firms, financial institutions and banks, worldwide. Extensive personal contacts within the United States and United Kingdom financial communities.

1988-1990 CAMBRIDGE TECHNOLOGY GROUP

Director, Government Systems/Strategic Planning Consultant

Conducted on-site strategic planning sessions with executives of Fortune 500 companies including Minnesota Mutual Insurance, The Williams Company, and Southern New England Telephone. Conducted numerous formal lectures and demonstrations in classroom setting to audiences of 100+ senior executives, MIS Directors, and state and federal government officials. Sold million dollar systems integration projects.

1987-1988 BELLSOUTH CORPORATION

Technical Advisor, Corporate Strategic Planning

Represented BellSouth on project team designing and implementing National Blood Inventory System for the American Red Cross. Provided numerous personal reports and presentations to the corporate strategic planning director and to the Vice Chairman of the company.

1969-1987 SOUTHERN BELL TELEPHONE

Information Systems Manager

Overall design responsibility for rewrite of all business office support systems. Managed application development for this UNIX-based distributed processing system. Recruited, hired, and managed several programming organizations over this 19 year career.

RESUME OF
THOMAS JEFFERSON (JEFF) COOLIDGE JR.

1992 - June - appointed Senior Fellow at the Lincoln Filene Center at Tufts University.

- November - elected to Board of Directors of the Civic Education Board, the managing board of the Lincoln Filene Center.

1962 - Present

President of the Coolidge Investment Corporation, a Massachusetts Venture Capital firm, initially named Back Bay-Orient Enterprises. From 1962 until 1977, BAYORIENT was in the business of developing joint ventures in Asian countries including Korea Thailand and Vietnam. Bayorient participated with Swift & Company and the Skelly Oil Company in the development of a major fertilizer plant in Korea, and subsequently established the Korea Capital Corporation, , a Korean finance company and the Koryo Export Development Co. Ltd. a manufacturer of handwoven silk.

In 1985 Bayorient was renamed the Coolidge Investment Corporation and changed its business to the venture financing of New England start up companies. CIC has provided seed capital to several New England businesses including Multilink Inc., a firm producing state of the telecommunidcations equepment in Andover Massachusetts and Earth's Best a manufacturer of organic baby food in Vermont.

1986 - Present

Helped organize the Massachusetts Youth Service Alliance (MYSA) a coalition of organizations whose mission is to build a network of agencies in the Commonwealth of Massachussetts and represent the non government sector in the overall planning and support of youth service activities, including funding from the federal government.

2.

1986 - June 1992

Founded the Thomas Jefferson Forum (The Forum), and served as its volunteer President and acting executive Director until 1992 when he completed negotiations with the Lincoln Filene Center of Tufts University to merge the Forum with Tufts. The Forum has been engaged in developing Community Service Learning activities in over 40 high Schools in Massachusetts, and is currently working with the Boston Public Schools as consultant in establishing service learning throughout the Boston Public School System.

Oct 3, 1994

PERSONAL HISTORY STATEMENT

Thomas Jefferson (Jeff) Coolidge, Jr.

- I. DATE AND PLACE OF BIRTH: October 6, 1932, Boston, Massachusetts
- II. ADDRESS: Home: 18 Orne Street, Marblehead, MA 01945
Office: 18 Orne Street Marblehead MA 01945
- III EDUCATION: Dexter School, Brookline, MA Class of 1944
St. Mark's School, Southboro, MA Class of 1950
Harvard College, Cambridge, MA Class of 1954 AB
(Collegiate Activities: Varsity Football and Varsity Hockey)
- IV. MILITARY SERVICE: U.S. Marine Corps, 1954-56
- V. EMPLOYMENT:
- 1957-60 Central Intelligence Agency
- 1961 Investor and Assistant to President of Korean Consolidated Mining Company, Seoul, Korea
- 1962-67 President and Treasurer of Back Bay-Orient Enterprises, Inc., an international venture capital firm
- 1968-Present Chairman and Chief Executive Officer of Back Bay-Orient Enterprises, Inc. (Renamed Coolidge Investment Corporation in 1984)
- 1986-1992 President/Acting Executive Director Thomas Jefferson Forum, Inc.
- 1993 - Retired
- VI OTHER ACTIVITIES:
- Current
- Senior Fellow, Lincoln Filene Center, Tufts University
- Member, Civic Education Board, Lincoln Filene Center

Chairman, Advisory Board of Greater Boston YMCA/Training, Inc.

Trustee, Harvard Yenching Institute

Chairperson Boston Public Schools Community Service Learning
Advisory Committee

Member, Board of Trustees, Potomac Associates, Inc.

Director, John F. Kennedy Library Foundation

Trustee, Thomas Jefferson Memorial Foundation

Deacon, Old North Church, Marblehead

Member, Finance Committee, town of Marblehead

Member, Massachusetts Commission on National and Community Service
Past

Member, Board of Overseers, Harvard College, 1978-84

Member, Distribution Committee, The Boston Foundation, 1981-84

Director, Boston Safe Deposit & Trust Co., 1976-85

Director, The Boston Company, 1976-85

Member, Personnel Board, Town of Marblehead

Chairman, Christian Service Committee, Old North Church, Marblehead

Member, Town Reorganization Committee, Marblehead

VII. MARITAL STATUS: Married Gloria Geary Dyett, June 30, 1978
2 Stepsons, John Dyett, born 1969; Jason Dyett, born 1971

VIII. SPARE TIME ACTIVITIES:

Skiing (cross-country), Jogging, Hiking, Clearing Trails, Surfing,
Tennis

Karen B. Corcoran

13 Doaks Lane
Marblehead, MA 01945
617-631-0777

Mother of four children attending Marblehead Public Schools; active in the public schools in various capacities for eight years, including: Project Charlie teacher in a multiage 2/3 classroom at Bell School; Brownie leader for first graders and for a 2/3 group; frequent classroom volunteer; active PTA member; co-chair of Elementary Schools Committee; member of the Budget Committee; Bell School newsletter editor; member of the Vision and Steering Committee; initiated year-round filming of School Committee meetings utilizing parent and student volunteers and a faculty member, serving as volunteer community producer for MHTV-3; family hosts a third grader from Boston through the METCO program.

Charles R. Grader

11 Highland Terrace
Marblehead, MA 01945

Sloan School of Management
Massachusetts Institute of Technology
Cambridge, MA 02138

Professional Experience

University

- 1986-present Director, Program for Senior Executives, Sloan School of Management, MIT. Plan, organize and manage MIT's advanced management program - an eight week program for senior executives from major US and international organizations twice yearly. Also design and manage special corporate executive management programs at MIT.
- 1985-1986 Lecturer in Economics and International Business, College of Business Administration, Northeastern University
- 1964-1967 Lecturer in Economics, College of Business Administration, Boston University and Northeastern University

Consulting

- 1988-present Bangladesh - Senior Public Administration expert to Government of Bangladesh, on "Public Administration Efficiency Study". Spent some two months in Bangladesh during 1988 and 1989 for Checchi and Company Consulting, Inc.
- Senegal - Team Leader of three person reconnaissance team for the United Nations Development Programme, to explore with the Government of Senegal possible modalities of UNDP assistance to help improve management in the public sector. Spent two weeks in Senegal in 1991.
- Oman - Member of the Foundation Committee for the creation of the College of Business and Economics, Sultan Qaboos University. Involved regular visits to Oman between late 1991 and start-up of in fall 1993 to design all aspects of new college.

Industry

- 1981-1985 President and Chief Executive Officer, Compagnie des Bauxites de Guinee, Republic of Guinea: world's largest bauxite mine, sales \$325 million, 3800 employees.

Government

- 1970-1981 Mission Director, US Department of State (Agency for International Development), to Central African Region (1970-1973), Nepal (1974-1976), Afghanistan (1977-1979), Uganda (1979-1980), and Zimbabwe (1980-1981). Responsible for planning, negotiating and managing United States economic programs.
- 1967-1970 Development Economist, US Department of State (Agency for International Development), Mission to Tunisia (1967-1969) and West African Regional Office, Dakar, Senegal (1969-1970).
- 1961-1964 Budget Examiner, Executive Office of the President (Office of Management and Budget), Washington, DC, concerned with foreign aid and international aviation policy. Reported directly to the Special Assistant to the President on foreign trade matters.

Military/Merchant Marine

1949-1957 US Coast Guard: Commanding Officer, USCGC 83506, St. Thomas, VI (1956-1957); Operations Officer, USCGC Sagebrush, San Juan, PR (1954-1956); and, Cadet at USCG Academy (1949-1952). Separated as Lieutenant.

1947-1958 Merchant Marine: Sailed as Able Seaman and Third Mate while working way through college and graduate school. Licensed as Master (500 tons) and Second Mate (Unlimited).

Education

Degrees: B.A. (Economics), Boston University, 1954
 Cert. International Studies, London School of Economics, 1960
 Ph.D. (Economics), Fletcher School of Law and Diplomacy, 1967
 S.M. (Management), MIT, 1974

Languages

French; Spanish; basic Nepali and Dari.

PATRICIA E. MOODY

President, Patricia E. Moody, Inc., founded 1985, a management consulting and training firm that helps companies improve their manufacturing, supply management and partnering performance. Affiliation with Milllenium Management Tools, Inc.

Author: *Breakthrough Partnering* (omneo, 1993), and co-author *Strategic Manufacturing* (Dow Jones Irwin, 1990) feature articles in *Production and Inventory magazine*, *Target*, *Business Horizons*, *Executive Excellence*, *Electronic Buyers News*, *Total Quality*, etc.

Editor, Association for Manufacturing Excellence's *Target* magazine

Industry and consulting:

Over twenty years industry, consulting, and teaching experience in manufacturing and supply chain management. Starting with purchasing, master scheduling, materials management and business planning at Simplex, Digital Equipment Corporation, and Data General, she moved into seven years of manufacturing management consulting with Rath & Strong of Lexington, Massachusetts. Clients include: Johnson and Johnson, Compugraphic, Data General, Simplex, Glenwood Range (a Raytheon company), A. H. Wilson, Lightolier, Stanadyne, Briggs and Stratton, Paco, Schering-Plough, Fairchild Republic, Exide Electronics, World Color Press.

Invited Presentations:

Harvard Business School

The National Academy of Engineering

The Stanford Manufacturing Conference

Babson College

Simmons College

The National Association of Purchasing Management

Purchasing Management Association of Boston

GE Service Management Seminar

Numerous international and regional American Production and Inventory Control Society conferences

Corporate training and seminar forums, including Mead Corporation, Solectron, MacIsaacs Corporation.

Education and certification:

M.B.A. Simmons College Graduate School of Management

B. A. University of Massachusetts

APICS Certification Capacity Planning

Certified by the Institute of Management Consultants

✦ Affiliations:

Board of Directors, AME's NE Region

Steering Committee and Founder AME Customer/Supplier Partnership Team

AME International Conference Flight Leader

APICS Service Management Committee

New England Suppliers Institute, Steering Committee

Trustee, Incorporator, and Treasurer, Marblehead Community Charter School,
Inc.

Marketing Committee, Glen Urquhart School

Mark William Livermore
6 Thompson Road
Marblehead, Massachusetts 01945
(617) 639-0534

SUMMARY: Offering extensive entrepreneurial experience with a variety of business ventures that benefited from excellent communication and organizational skills and a hands-on, results-oriented approach to sales and marketing.

EDUCATION: Michigan State University, Master of Business Administration, Cum Laude, 1970.
Michigan State University, Bachelor of Arts, Cum Laude, Major: Social Psychology/
Business Administration, 1967.

EXPERIENCE:

1987 - Present: Lesley Management Group, Marblehead, MA
Partner: Responsible for new business development, direct sales of real estate management services and the management of up to 500 condominium units in Massachusetts and New Hampshire. Also responsible for long-term planning, budget forecasting and analysis, public relations and the management of a staff of up to 20.

1982 - 1987: Real Estate Development Group, Inc., Newton, MA
Vice President, Operations: Responsibilities included direct sales and leasing as well as management of 200,000 square feet mixed use real estate, budget analysis, public relations and promotion. Reported directly to the President. Staff of 20.

1979 - 1982: Black River Produce, Inc., Ludlow, VT
Partner: Solely responsible for direct sales after reconstructing the managerial and marketing systems of a start-up wholesale produce business which became the largest in northern New England. Sales duties included cold calling, tracking and following sales leads, territorial management and telemarketing.

1971 - 1978: Markwood Real Estate, Inc., San Jose, Costa Rica
Owner: Full range of sales, marketing and management responsibilities including site analysis and acquisition, subdivision design and development, financial planning and public relations.

PERSONAL: Interests include running, tennis, fishing, skiing, gourmet health food cooking and finding a way to live joyously that is consistent with a respect for other people on the planet and for the planet itself.

REFERENCES: Furnished Upon Request

✧ Anne Steadman
147 Humphrey St
Marblehead, Ma 01945
617 6315116

Education: 9/67-6/70 Mt Mansfield Union High School

9/70-5/74 Bachelor of Science Degree in Physical Therapy,
University of Vermont

2/75-5/75 Graduate Course, New York University

Married Richard Steadman May 1978. Children: Elizabeth born 1980,
Michael born 1982, and Amelia born 1985.

Employment full time staff Physical Therapist 7/74 through 10/80.

Currently employed part-time as Registered Physical Therapist at Marblehead
Visiting Nurse Association.

I am a volunteer with the Marblehead schools: PTO treasurer for 3 years
and currently at Glover school, library volunteer and volunteer coordinator, room
mother, office helper, classroom computer helper...

✧ Publications

Sabine Randriamasy, Luc Vincent, Ben Wittner, "An Automatic Benchmarking Scheme for Page Segmentation", CVPR 1994

Sabine Randriamasy, Luc Vincent, Ben Wittner, "An Automatic Benchmarking Scheme for Page Segmentation", *Proc. IS&T/SPIE Conference 2181, Document Recognition*, San Jose CA, February 1994

Atul K. Chhabra, Zhigang An, Daphne Balick, Genevieve Cerf, Keith Loris, Patrick Sheppard, Richard Smith, and Ben Wittner, "High-Order Statistically Derived Combinations of Geometric Features for Handprinted Character Recognition," *Proceedings of the Second International Conference on Document Analysis and Recognition (ICDAR)*, IEEE Computer Society Press, Los Alamitos, California, October 1993

Atul K. Chhabra, Zhigang An, Daphne Balick, Genevieve Cerf, Patrick Sheppard, Richard Smith, and Ben Wittner, "Conversion of Telephone Company Tabular Drawings," *Proceedings of the International Graphonomics Society's Sixth International Conference on Handwriting and Drawing*, Telecome Paris, Paris, July 1993

Ben S. Wittner, John S. Denker, "Strategies for Teaching Layered Networks Classification Tasks," *Neural Information Processing Systems*, Dana Z. Anderson Editor, American Institute of Physics, New York, 1988

John Denker, Daniel Schwartz, Ben Wittner, Sara Solla, Richard Howard, Lawrence Jackel, and John Hopfield, "Large Automatic Learning, Rule Extraction, and Generalization," *Complex Systems*, Complex Systems Publication, Inc., Champaign, IL, Vol. 1, No. 5, October 1988, pp. 877 - 922

Y. Fisher, J.H. Hubbard, B.S. Wittner, "A proof of the Uniformization theorem for arbitrary plain domains," *Proceedings of the American Mathematical Society*, 1988, 104, No. 2, pp. 413-418

A.P. Reves, B.S. Wittner, "Shape analysis of three dimensional objects using the method of moments," *Proc. IEEE Conf. Vision Pattern Recog.*, June 1983, pp. 20-26

Patent

Ben S. Wittner, Keith Loris, OPTICAL PATTERN RECOGNITION USING DETECTOR LOCATOR NEURAL NETWORKS, U.S. patent number 5,239,593 August 24, 1993

Ben S. Wittner

18 Warren Road
Marblehead, MA 01945
617-631-6192

Employment

April 1992 - present

Xerox Imaging Systems, Peabody, MA

Manager of Recognition

Technology Development Group

January 1991 to April 1992

NYNEX Science and Technology, White Plains, NY

Supervisor / Member of Technical Staff

Artificial Intelligence Laboratory / Neural Networks and Machine Learning Group

January 1988 to January 1991

NYNEX Science and Technology, White Plains, NY

Member of Technical Staff

Artificial Intelligence Laboratory / Neural Networks and Learning Group

October 1986 - January 1988

AT&T Bell Laboratories, Holmdel, NJ

Post-doctoral Member of Technical Staff

Cornell University, Ithaca, NY

Research Assistant, 1983 - 1985

Teaching Assistant, 1980 - 1983

Mathematics Instructor for minority education program, 1981 - 1983

I.B.M. Corporation, Endicott, NY

Programmer, summer 1979

Computer prototype assembler, summer 1977 and summer 1976

Education

Cornell University, Ithaca, NY

Ph.D. in mathematics, May 1988

Thesis Title: *On the Bifurcation Loci of Rational Maps of Degree Two*

Cornell University, Ithaca, NY

A.B. with Distinction in all Subjects and Magna Cum Laude in mathematics,
May 1980

WILLIAM L. WOODFIN, II
33 Lincoln Avenue
Marblehead, MA 01945
Home Phone: (617) 639-0297
Work Phone: (617) 628-5000

WORK EXPERIENCE:

- 1987-
Present **TUFTS UNIVERSITY**, Medford, Massachusetts
Mid-sized private liberal arts University offering an undergraduate program and graduate programs in Medicine, Dentistry, Veterinary and International Diplomacy located on 3 diverse campuses.
- **Senior Internal Auditor**
 - Responsible for audit engagements including planning, defining risk, coordinating staff, completing fieldwork, organizing findings, preparing written reports to Senior Management, and conducting exit interviews with management within prescribed time budgets.
 - Conduct pre- and post-implementation reviews of University policies and practices and prepare recommendations to identify relevant issues, exposures, and solutions for Senior Management.
 - Review financial statements of the University in conjunction with the external auditors including A-133 federally required audit programs (Sponsored Programs and Financial Aid).
 - Coordinate and conduct major audit engagements including financial, operational, and construction reviews.
 - Strengthen and participate in the Data Center Disaster Recovery Plan.
 - Produce recommendations for management to significantly enhance internal controls and reduce operating expense while maintaining the quality of the services provided.
- 1978-1987 **ALLIED STORES CORPORATION**, Auburndale, Massachusetts
Large multi-line department store division of Allied Stores Corporation with 21 locations throughout New England.
- **Assistant Director, Corporate Loss Prevention (1985-1987)**
 - **Senior Internal Auditor (1982-1985)**
 - **Internal Auditor (1979-1982)**
 - **Sales Manager/Executive Trainee (1978-1979)**

1973-1978 **TOWN OF MARBLEHEAD**, Marblehead, Massachusetts
Municipality of 20,000 residents with a decentralized form of organizational structure and Town Meeting form of government.

- **Park Police Officer, Recreation and Parks Department (1978)**
- **Laborer, Recreation and Parks Department (1975-1978)**
- **Conservation Lead Laborer, Conservation Commission (1973-1975)**

RELATED ACTIVITIES

As a result of my interest in public service, I have participated extensively in the governmental affairs of the Town of Marblehead including the following committee experiences over the past few years:

Member, Marblehead Board of Selectmen (Elected 2 terms)
Chairman, Marblehead McLaughlin Study Implementation Committee
Member, Board of Trustees, Marblehead Community Charter Public School, Inc.
Chairman, Marblehead Planning Board (Elected 2 terms)
Co-Chairperson, Marblehead Elementary Schools Study Committee
Chairman, Marblehead Fair Housing Site Negotiating Committee
Member, Marblehead Capital Planning Committee
Member, Marblehead Fair Housing Committee
Member, Board of Directors, Marblehead Community Counselling Center, Inc.
Chairperson, L.H. Coffin School Association, Inc.
Founding President, Old Powderhouse Neighborhood Association, Inc.
Founding Chairman, Marblehead Coalition of Neighborhood Organizations
Delegate, Massachusetts Republican Party Convention, 1990
Alternate Member, Marblehead Conservation Commission

EDUCATION:

1974-1978 **BOSTON UNIVERSITY**, Boston Massachusetts
Graduated from Boston University School of Management in 1978 with a Bachelor of Science Degree in Management Studies with a concentration in Finance.

1987-
Present **CONTINUING PROFESSIONAL EDUCATION**
Have attended continuing education seminars and post-graduate courses covering audit techniques, construction auditing, management skills, and other industry trends. Details available upon request.

Participate in local chapter meetings of the Institute of Internal Auditors (IIA), Electronic Data Processing Auditors Association (EDPAA), and the Association of College and University Auditors (ACUA).

REFERENCES ARE AVAILABLE UPON REQUEST.